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¹ The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings.

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EDITORIAL NOTE

One of the most frequently recurring subjects among the comments received by the editors is the degree of coverage of the literature. The concern expressed is summed up in the statement by J. Brožek: "PSYCHOLOGICAL ABSTRACTS have become, during the last twenty years, the standard bibliographical reference source, and the material included delimits the confines of the literary universe for the majority of American psychologists."

The editors do not feel that they are in a position yet to make a final statement on this matter. The decision as to what should be considered within the literature is difficult. The *science* of psychology is more restrictive in its requirements for experimentation and exact methodology, and, if these standards are to be observed, much otherwise valuable material of psychological interest appears irrelevant. On the other hand, the *applications* of psychology are becoming more expansive, and psychologists in various applied fields will find material of psychological significance in an area much larger than that brought under experimental control. For example, *clinical* psychologists are interested in individual case studies and other observational material, even though rigorous statistical standards are not met.

PSYCHOLOGICAL ABSTRACTS has the double function of recording for psychologists the contributions to psychology made in our own and in related fields and of representing psychology to scientists, librarians, and research workers outside the field. The complex bibliographical service which is to be rendered by a comprehensive and non-critical abstract journal requires that the following four classes of literature be included, although with decreasing proportion of coverage: (1) specifically psychological literature; (2) psychological contributions from related fields; (3) material with psychological significance from borderline fields; (4) background material of specific value to psychologists.

* * *

Attention is called to the use of a new designating symbol in the author index of the February issue. The letter (*a*) following the entry number indicates that the item in question is the citation of an abstract. Such abstracts are primary publications and are usually of papers read at professional meetings or of theses. This symbol will be used in all future subject and author indexes.

GENERAL

(incl. Statistics)

645. Adrian, E. D. The mental and the physical origins of behaviour. *Int. J. Psycho-Anal.*, 1946, 27, 1-6.—In this first *Ernest Jones Memorial Lecture* the author reviews the significant medical advances of the past 30 years in the understanding of human behavior.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infir.).

646. American Psychological Association. APA officers, division officers, editors, committees, and representatives, 1946-1947. *Amer. Psychologist*, 1946, 1, 533-536.—*N. R. Bartlett* (Johns Hopkins).

647. Barnard, G. A. Economy in sampling with special reference to engineering experimentation. (Abstract.) (NDRC Appl. Math. Panel Memo. No. 30.2; Columbia Univ. Statist. Res. Group Memo No. 182, 1944; Publ. Bd. No. 40627.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 5. \$1.00, microfilm; \$1.00, photostat.—The introduction to the paper abstracted in this report contains a summary of the basic notions of tests of significance, including the role of null and alternative hypotheses, the meaning of errors of the first and second kind, significance level, and power, and states that problems in engineering statistics are distinguished from those in biology, agriculture, etc., in that the results are learned sequentially and rapidly. This leads to the notion of the "economy" of a statistical technique in addition to its "significance level" and "power." These notions are illustrated by developing a test, based on a sample of 2, for determining whether a rectangular distribution of unit range has zero or nonzero mean. In general, maximum power for a given number of observations is inconsistent with maximum economy. Double dichotomies are discussed in some detail in the remainder of the paper. An appendix treats 3 problems relating to the economy of Fisher's test for double dichotomies.—(Courtesy *Bibl. scient. industr.*, U. S. Dep. Commerce).

648. Churchman, C. W., & Ackoff, R. L. Varieties of unification. *Phil. Sci.*, 13, 287-300.—The authors define science as the activity "designed to increase the efficiency of means for the pursuit of ends." Progress in science consists in an indefinite approximation to certainty. Inasmuch as the pre-suppositions involved in answering the questions of any science are drawn explicitly or implicitly from every science, it follows that progress in one science presupposes progress in all sciences. From this fundamental principle the authors derive the following corollaries: "1. No phase of science is funda-

mental in an hierarchical sense. 2. The choice of unification is not a free one; if science fails to unite, it will fail to exist. 3. The program of science must be a well-formulated one." In order to achieve unification, it is proposed that "Institutes of Scientific Method" be established.—*R. H. Dotterer* (Pennsylvania State College).

649. Clarke, D. B. The Psychological Association of the Province of Quebec. I. Proceedings, Annual Meeting, April 1946. *Bull. Canad. psychol. Ass.*, 1946, 6, 91-96.

650. Coermann, R. Ein elektrisches Gerät zur Bestimmung der oberen Hörgrenze. (An electrical instrument for determining the upper limit of audibility). (*Dtsch. Luftforsch. ForschBer.* No. 1337, 1940; *Publ. Bd.* No. 36448.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 25. \$1.00, microfilm; \$2.00, photostat.—This report from the "Deutsche Versuchsanstalt für Luftfahrt, E. V." describes the development of a new electro-acoustic instrument (monochord) for determining the upper limit of sound—an instrument suitable for use by otologists and altitude physiologists. It also illustrates by a graph the effect of oxygen deficiency on the upper limit of audibility.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

651. Dennes, W. R. Conflict. *Phil. Rev.*, N. Y., 1946, 55, 343-376.—Today there is extreme disillusionment about men's ability to resolve practical conflicts by reason and even to resolve basic theoretical oppositions. However, through the aid of psychologists and others we can now distinguish fairly probable report from masked expression of hopes and interests. If we are in earnest with reason, conflicts in belief—theoretical oppositions—literally cannot survive. By achieving theoretical accord, reason may not resolve practical oppositions—differences and antagonisms of attitudes—but it may do much towards removing such differences. Though many feel there is a basic conflict between stimulus-response explanation and dynamic-field theories, serious students may consider any factors whatever, external or internal, which in any way influence or are significantly related to varying stimuli and responses, and reach conclusions based on the evidence rather than on prior mechanistic or field postulates. Again, interpretation of intelligence test results for Negroes shows the need for seeking truth not through assumptions but through considering factors of nurture as well as nature. The results of participation of eminent scientists, both non-partisans and partisans of one or another of four important hypotheses, in the solution of a most difficult problem, did not support theoretical conflict as necessarily more stimulating than rejection of such conflicts as irrational. Theoretic conflicts nourish and greatly increase practical antagonisms, many of which will be found to reflect conflicting opinions about means to agreed upon ends. If actually conflicts of opinion and not merely oppositions of interests or of passions, theoretical conflicts are resolvable by reason.—*C. C. Cooper* (Wilson).

652. Foà, P., Jr. Walter B. Cannon. *Arch. Psicol. Neurol. Psichiat.*, 1946, 7, 219-220.—Obituary.—*R. Calabresi* (White Plains, N.Y.).

653. G[emelli], A. Paul Ranschburg. *Arch. Psicol. Neurol. Psichiat.*, 7, 220.—Obituary.—*R. Calabresi* (White Plains, N. Y.).

654. Gray, J. S., & others. *Psychology in human affairs*. New York: McGraw-Hill, 1946. Pp. viii + 646. \$3.75.—Contains 18 chapters, 7 by the editor and principal author, the rest by 11 collaborators. This book is intended to be both factual and practical, with contents and level designed to follow the introductory course. Typical chapters deal with college life, child development, vocational guidance, mental illness, public opinion and propaganda, crime, music, industry, and business. "Recommended Supplementary Readings" furnish book references at the ends of the chapters, and original sources are generally cited in footnotes.—*R. W. Husband* (Iowa State).

655. Guilford, J. P., & Lovell, C. *Elementary statistical exercises*. Beverly Hills, Calif.; Sheridan Supply Co., 1946. [Pp. 64.] \$1.00.—Contains 25 exercises, with work sheets, for elementary statistics up to and including product-moment correlation. Suitable for use with any standard textbook in elementary statistics.—*C. M. Louttit* (Sampson).

656. Guillaume, P., & Meyerson, I. *Reprendre l'effort*. (Resuming operations.) *J. Psychol. norm. path.*, 1946, 39, 5-6.—In this, the first number of the *Journal de Psychologie* to appear since the occupation of France made publication impossible, the editors reflect upon the personal tragedies of the intervening years. They point out that the trends in research appear to be much the same as before, centering mainly about the basic functions and comparative studies of human culture. It is for the younger scientists to carry forward this work.—*M. Sheehan* (Hunter).

657. Hellpach, W. *Medizin und Psychologie*. (Medicine and psychology). *Dtsch. med. Wschr.*, 1946, 71, 41.—The study of medicine is most advantageous for professional psychologists. Pointing out such medically trained psychologists as Fechner, Wundt, Kraepelin, and Freud, the author wants to see psychology made a part of the study of medicine. Responsible for the interest of psychologists in medicine is the growth of applied psychology and of Gestalt psychology which finds its most potent arguments in sensory perceptions. Psychology should form a link between medicine and philosophy because the materialism of the early 20th century has isolated the medical faculty almost as much as had occurred previously to engineering faculties. Any schism between natural sciences and the humanities is an illusion because psychology has become a full-fledged science with the advent of the experiment. A final section deals with the significance of psychological insight for the physician's ethics and his therapeutic effectiveness.—*J. Deussen* (Plankstadt).

658. Leibson, L. G. Walter Bradford Cannon, 1871-1945. *Amer. Rev. Soviet Med.*, 1946, 4, 155-162.—Obituary and portrait.—L. C. Mead (Special Devices Div., U. S. Navy).

659. Mailloux, N. Conscience et superego. (Conscience and superego.) *Bull. Canad. psychol. Ass.*, 1946, 6, 99-100.—Abstract.

660. Marquis, D. G. Proceedings of the Fifty-fourth Annual Meeting of the American Psychological Association, Inc., Philadelphia, Pennsylvania. *Amer. Psychologist*, 1946, 1, 493-532.—Report of the recording secretary of the Association for the meeting held September 3 to 7, 1946, including reports of committees. Includes the approved by-laws of the American Board of Examiners in Professional Psychology.—N. R. Bartlett (Johns Hopkins).

661. Maslow, A. H. Problem-centering vs. means-centering in science. *Phil. Sci.*, 13, 326-331.—Too much stress on elegance, technique, and apparatus tends to produce a playing down of meaningfulness of the problem and of creativeness in general. It leads scientists in spite of themselves to fit their problems to their techniques rather than the contrary. It tends to create a hierarchy of sciences, in which, quite perniciously, physics is considered more "scientific" than biology, biology than psychology, and psychology than sociology. It also tends to build walls between the sciences and to create too great a cleavage between scientists and other truth seekers.—R. H. Dotterer (Pennsylvania State College).

662. Mitchell, E. T. Metaphysics and science. *Phil. Sci.*, 13, 274-286.—Since the function of metaphysics is to furnish an intelligible and significant perspective for the results of scientific investigation, it differs from science in the time it allows for the verification of its hypotheses; in the depth to which it attempts to penetrate into the unknown; and in the scope of its generalizations. The value of metaphysics is illustrated by a discussion of Cartesian dualism and of the philosophy of G. H. Mead. The author concludes that "metaphysical speculation serves an essential function in the intellectual enterprise and in personal and social action."—R. H. Dotterer (Pennsylvania State College).

663. Ortmann, O. Physiopsychology and musicology. *Music J.*, 1946, 4, No. 6, 23; 26; 54-56.—A survey of the contacts between musicology and physiopsychology and comments on possible future developments.—P. R. Farnsworth (Stanford).

664. Payne, S. An address on the occasion of presenting his portrait to Ernest Jones. *Int. J. Psycho-Anal.*, 1946, 27, 6.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

665. Robertson, W. Certain psychological and metaphysical factors operative in the practice of dentistry. *S. Afr. dent. J.*, 1946, 20, 33-38.—Attention is called to certain imponderable, intangible factors operating in the practice of dentistry and conveniently called psychological or psychic factors. More than skill, training, and good technique are required in order to succeed at the practice of dentistry. Psychological requirements are: the recognition of the patient not as an inanimate body but rather as a feeling being; the ability to sympathize with this owner of the aching tooth; and an appreciation of the influence of suggestion, spoken or unspoken, in rousing in the patient anxiety, fear, and loss of confidence in his dentist. To radiate confidence to the patient the dentist must himself be first confident in himself, well-poised, not tense. Not only does the dentist suffer from his own tenseness in the course of operating, he is also being bombarded all day with suggestions of tension from the patients. One or the other or both tensions can produce ultimately in the dentist psychosomatic disturbances.—F. C. Sumner (Howard).

666. Rudder, B. de. Besinnung auf Grenzen des Rationalen. (Reflections on the limits of the rational). *Dtsch. med. Wschr.*, 1946, 71, 2-4.—Following a rationalism that had been thought out to its ultimate consequences and was never accepted by the majority of German physicians, we are now confronted with the terrifying devaluation of human life. Rationalism, to the author, does not mean a technique of investigation, but the turning to materialism and the technical control of nature by means of machinery. Large groups of people are dissatisfied with the forced monotony of factory labor, even though they owe their very ability to exist to increasing technological advances. The author sees an antidote in modern atomic research which gives us renewed confidence in the irrational elements in this world.—J. Deussen (Plankstadt).

667. Sandon, Frank. Scores for ranked data in school examination practice. *Ann. Eugen., Camb.*, 1946, 13, 118-121.—The construction of a nomogram for use in converting ranks on an examination to scores and vice versa is described. The nomogram assumes that the distribution of school marks approximates the Gaussian-Laplace normal law, and the author uses a mean of 50 and a standard deviation of 15 in its development.—S. Wapner (Brooklyn).

668. Schorer, E. Psychologie der Statistik. (The psychology of statistics.) *Schweiz. Z. Psychol. Anwend.*, 1946, 5, 177-191.—Various psychological problems are discussed which arise in connection with statistical techniques. When people report data, as years of birth or death, they tend to favor numbers which are multiples of 10 or 5. Some suggestions are offered on the wording of questionnaires. Frequency distributions and the device of class intervals often exhibit the special aims of the statistician. A final paragraph concerns itself with the traits which a statistician should possess.—K. F. Muensinger (Colorado).

669. Simmel, E. Otto Fenichel. *Int. J. Psycho-Anal.*, 1946, 27, 67-71.—Obituary.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

670. Smith, G. M. A simplified guide to statistics for psychology and education. (Rev. ed.) New York: Rinehart, 1946. Pp. xiv + 109. \$1.25.—Chapter subjects are: I, experimentation and testing;

the need for statistics; II, distribution of scores; III, measures of central tendency; IV, measures of deviation (or variability); V, the use of norms and grading "on the curve"; VI, standard scores for comparing and combining test results; VII, percentage of a normal distribution between any two score limits; VIII, the significance of the mean and of a difference between the means of large samples; the significance of a percentage and of percentage differences; IX, tests of significance for small samples; Fisher's table of t ; X, correlation techniques, reliability of tests and significance of test scores; and XI, the χ^2 distribution for testing hypotheses; combining probabilities. Tables, exercises, and illustrative examples comprise a considerable portion of the book. (See also 12: 3812.)—N. R. Bartlett (Johns Hopkins).

671. Souques, M. A. *Glande pineale et esprits animaux d'après Descartes.* (Pineal gland and animal spirits according to Descartes.) *Rev. neurol.*, 1945, 77, 7-30.—The author culls from the writings of Descartes the many scattered references to the pineal gland and its functions and then seeks to piece together Descartes' complete psychology which centers about this gland. Descartes lodges in the pineal gland, conceived as capable of being moved and as located in the midst of the ventricles, not only external sense impressions but also the 2 internal senses: the natural appetites (hunger, thirst, etc.) and the passions (love, hate, fear, etc.). Moreover, he conceived the pineal gland as seat of the soul, of the *sensus communis*, whose acts: perception, attention, memory, imagination, reason, and will produce each in its fashion a movement of the gland in such wise as to bring about the effect. By animal spirits Descartes meant subtle and invisible exhalations of the blood in contact with the heat of the heart. By reason of qualitative and quantitative differences in these corpuscular exhalations the diverse humors or temperaments are determined. While Descartes' conception of the pineal gland and animal spirits has proved anatomico-physiologically erroneous, his observations on retinal images, pain, the reflexes, and the automatism of the human body hold valid, and he may be credited with throwing light on sensation and movement.—F. C. Sumner (Howard).

672. Walter, E. J. *Die Bedeutung der Charakterologie für die Sozialpsychologie.* (The significance of characterology for social psychology.) *Schweiz. Z. Psychol. Anwend.*, 1946, 5, 191-199.—Social psychology is the intermediary between psychology and sociology. In achieving its task social psychology bases itself on an empirical and scientific characterology. The roles of heredity and environment in the formation of character are indicated. Various character types are listed.—K. F. Muenssinger (Colorado).

673. Weinberg, J. *Our knowledge of other minds.* *Phil. Rev.*, N. Y., 1946, 55, 555-563.—The origin of the concept of other minds and of belief in their existence may be due to innate tendencies in human

beings to form such concepts and beliefs. On the other hand, a careful study of the beliefs of children in the Piaget manner may reveal a wholly experimental origin. Let it be agreed that a self (my own) exists and that its contents are not reducible to nonpsychical entities or processes. Argument by analogy may have probative force. We may therefore argue the existence of another mind via the existence of another body which looks like mine and moves like it. When applied to our knowledge of the existence of other minds the argument from analogy affords a relatively high probability, but all depends on the connection between one's own thoughts and one's own bodily activity (symbolic behavior).—C. C. Cooper (Wilson).

674. Williams, R. J. *The human frontier; a new pathway for science toward a better understanding of ourselves.* New York: Harcourt, 1946. Pp. viii + 314. \$3.00.—It is the author's thesis that the science of human beings (which he suggests be called humanics), having as its purpose improvement in social control, must rest on more detailed information—chemical, biological, physiological, and psychological—of individual persons. These sciences have been so much concerned with the average man, or "man-in-the-abstract," that they have failed to appreciate fully the importance of individual variability. The author reviews the behavioral significance of physiological variations as found in such processes as metabolism, sensory functions, and the endocrine system. Psychological trait differences are also pointed out. The possible significance of more detailed knowledge of individuals in human affairs is suggested in a series of chapters on education, marriage, crime, medicine, leadership, and industrial and international relations.—C. M. Louther (Sampson).

675. Woolfie, D. *Annual report of the Executive Secretary [American Psychological Association], 1946.* *Amer. Psychologist*, 1946, 1, 537-539.—N. R. Bartlett (Johns Hopkins).

676. Woolf, M. Joseph K. Friedjung. *Int. J. Psycho-Anal.*, 1946, 27, 71-72.—Obituary.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

[See also abstracts 691, 699, 731, 791.]

NERVOUS SYSTEM

677. Arnold, M. B. *Brain function in emotion.* *Bull. Canad. psychol. Ass.*, 1946, 6, 83-84.—Abstract.

678. Barnes, T. C., & Brieger, H. *Electroencephalographic studies of mental fatigue.* *J. Psychol.*, 1946, 22, 181-192.—"1. Twenty-six medical students and one professor were examined before the beginning of a typical day of classes and at the end of it. Electroencephalograms were taken, together with physiological variables such as blood sugar, susceptibility to hypoxia, white blood picture, etc. 2. Of 23 persons having alpha waves, seven showed loss of alpha and four increase of alpha time. Statistical analysis shows that loss of alpha,

claimed as an electroencephalographic evidence of mental fatigue, was not significant. 3. The susceptibility of the EEG to deep breathing was twice as great at 8 A.M. as it was at 5 P.M. when corrections were made for blood sugar level, vital capacity, and evidence of peripheral vasoconstriction."—R. B. Ammons (Denver).

679. Cohn, R. The influence of emotion on the human electroencephalogram. *J. nerv. ment. Dis.*, 1946, 104, 351-357.—"Hyperemotional states give rise to two characteristic types of electroencephalographic pattern. Type I is characterized by a 'spontaneous' low voltage random high frequency pattern. When the attention of the patient is removed from the test and his environment, a normal brain wave pattern ensues. The Type II pattern is characterized by rhythmic, approximately 20 per second activity predominantly in the frontal and parietal regions. This pattern is stable and uninfluenced by afferent stimuli of ordinary intensity. . . . The rhythmic high frequency potentials observed in hyperaffective disorders is a product primarily of frontal lobe activity. . . . Physiologically increased frontal lobe activity, as evidenced by the superimposition of somatic complaints on a basic emotional disorder, results in an enhanced frontal electric potential output. Hence, the rhythmic high frequency oscillations of the frontal regions may be considered as 'true' action potentials."—L. B. Heathers (Univ. Washington).

680. Fender, F. A. Electroencephalography. (Progress report Nos. 1-7, 1942-43; Publ. Bd. No. 40321.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 14. \$1.00, microfilm; \$1.00, photostat.—This document consists of 7 progress reports under contract number OEMcmr-163, MRPD 91. The first 2 describe in great detail procedure, equipment, and scoring. Data obtained from 15 subjects on the tolerance to alcohol and anoxia, skill, rate of learning, and peculiarities of the electroencephalograms are tabulated. In the course of investigation the actual conduct of the tests was repeatedly revised. Alcohol was replaced with sodium amyta. Electroencephalograms on 650 candidates for naval aviation were secured. It is intended to determine any correlation of performance with electroencephalographic record.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

681. Gerard, R. W., & Libet, B. General neurophysiology. In Spiegel, E. A., *Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 26-58.—A summary of the topic of metabolism in the nervous system especially as influenced by excess or deficiency of oxygen, carbohydrate, and vitamins; covers circulation problems, especially those related to metabolism; certain electrical aspects of nerve fibers and cells; and the general problem of interaction between neuroses and between neuroses and terminal cells. 345-item bibliography.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

682. Hoefer, P. F. A. Regional physiology of the central nervous system. In Spiegel, E. A., *Progress*

in neurology and psychiatry. New York: Grune & Stratton, 1946. Pp. 76-83.—Significant advances and special studies are cited. 22-item bibliography.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

683. Householder, A. S. A structural theory of the central nervous system. (Publ. Bd. No. 32725.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 26. \$1.00, microfilm; \$2.00 photostat.—In 1938, starting from a simple schematic description of the dynamical interaction among individual neurons, N. Rashevsky initiated a theory the purpose of which is the development of quantitative laws of human and animal behavior. An even simpler statement of the postulates involved was given by McCulloch and W. Pitts in 1943. In reviewing the 41 items of the attached bibliography the author introduces the various terms, symbols, and equations used in the analysis of perceptual processes, the discrimination of intensities, after-images, apparent motion, learning and conditioning, Gestalt transposition, etc. Other topics dealt with are the distribution of judgments, multidimensional psychophysical analysis, aesthetic judgment (visual and auditory aesthetics), abstract thinking, and psychotic and neurotic traits.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

684. Hsti, E. H. Quantification of electroencephalography. *J. Psychol.*, 1946, 22, 175-179.—A derivation is presented and empirical figures given for the coefficients for regression of primary syndromes on evaluations of EEG tracings. A method is outlined for using these data to construct a profile in terms of the 5 primary syndromes.—R. B. Ammons (Denver).

685. Jasper, H. H., & Kershman, J. Electroencephalography. In Spiegel, E. A., *Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 372-397.—Clinical and experimental studies of cerebral function by means of its electrical activity as recorded by the electroencephalograph are reported upon in relation to techniques, physiology, biochemical and pharmacological factors, normal manifestations, physical trauma, epilepsy, expanding intracranial lesions, infections and degenerative diseases, and personality disorders. 169-item bibliography.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

686. Nachmansohn, D., & Rothenberg, M. A. Chemical aspects of the transmission of nerve impulses. In Spiegel, E. A., *Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 59-75.—Nerve impulse transmission is a complex biological mechanism involving a great number of chemical reactions. The progress of concepts of the role of acetylcholine and adrenaline is reviewed, and such physical factors as permeability are regarded as equally important. 52-item bibliography.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

687. Sanders, F. K., & Whitteridge, D. Conduction velocity and myelin thickness in regenerating nerve fibres. *J. Physiol.*, 1946, 105, 152-174.—This

study investigates the roles of the myelin sheath and of internodal distances in the rates of neural transmissions. Regenerating nerve tissue is used because it provides a basis of comparison at specified intervals and at various stages of medullation (regeneration) with conduction rates in normal myelinated fibres of similar diameter. One branch of the peroneal nerve of the rabbit was exposed and crushed, the other remaining intact and serving as a control in action potential recordings made between 14 and 486 days after injury. The authors describe the regeneration process and relate it to the central problem of nerve fibre conduction; they present evidence indicative of "a relationship" between the thickness of the myelin sheath and the velocity of transmission. They report an absence of relationship between internodal distances and the speed factor. The results are considered theoretically.—L. A. Pennington (Illinois).

688. Ziskind, E., Sjaardema, H., & Bercel, N. A. Minimal electroencephalographic response to metrazol as a method for measuring the convulsive threshold for use in human beings. *Science*, 1946, 104, 462-463.—In rabbits, after metrazol injection, there appears in the EEG a change consisting of a 4-5 cycles per second high voltage wave which lasts for 1-2 seconds. This repeats itself after a short time and tends to become a feature of the EEG response as a recurring paroxysmal episode of increasing frequency. The response is always obtained and always precedes the convulsion. It was found that when the convulsive threshold in both rabbit and man was altered by drugs that the EEG response was altered in the same direction, i.e., when the drug acted to delay the onset of convulsive seizure, the appearance of the EEG response was also delayed. It is suggested that the EEG change can be employed as a method for studying convulsive thresholds in humans, thereby avoiding drastic aspects of the seizures themselves.—F. A. Mote (Wisconsin).

[See also abstracts 701, 721.]

RECEPTIVE AND PERCEPTUAL PROCESSES

689. Bartley, S. H. Vision. In *Spiegel, E. A., Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 84-97.—Three categories of studies of vision are reviewed: (1) that pertaining to the eye, (2) that related to the visual pathway, and (3) that bearing upon vision as an overall function of the individual. 67-item bibliography.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

690. Frings, H., & O'Neal, B. R. The loci and thresholds of contact chemoreceptors in females of the horsefly, *Tabanus sulcifrons macq.* (Publ. Bd. No. 23301.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 24. \$0.50, microfilm; \$2.00, photostat.—In studies made at the Medical Research Laboratory, Edgewood Arsenal, Maryland, contact chemoreceptors of female horseflies were located by touching parts of the bodies of the flies with needles

dipped in 1M sucrose solution, the dropping of the proboscis being the index of reception. The receptors are medium-sized hairs near the margin of the labella and the tarsal segments. The mean acceptance thresholds for sucrose solution were: 0.060M for the tarsi and 0.021M for the labella. The animals refused to lower the proboscis when the tarsi were stimulated by a 0.2M sucrose solution to which electrolytes were added in sufficient concentrations. Rejection thresholds were determined for several electrolytes, and the order of thresholds was found to be similar to that for other insects. The acceptance threshold for sucrose and rejection threshold for NH₄Cl showed no definite changes during starvation. A bibliography accompanies the article.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

691. Giese, W. J. Test-retest reliability of the 6B audiometer under military conditions. (Calif. Univ. Div. of War. Res. Rep. No. UCDWR U116; NDRC Rep. No. 6.1-688, 1943; Publ. Bd. No. 40741.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 10. \$1.00, microfilm; \$1.00 photostat.—The reliability of tests using the Western Electric 6B audiometer to determine amount of hearing loss was studied by use of a test-retest procedure on 109 enlisted men. It was concluded that the air conduction audiometer test with the audiometer administered under military conditions gives results which are reliable, in general, within ± 5 db. Learning is a negligible factor in a retest. The audiometer is sufficiently reliable for the allocation of Army and Navy personnel to jobs and training centers which demand a particular minimum level of hearing loss.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

692. Haman, J. O. Pain threshold in dysmenorrhea. *Amer. J. Obstet. Gynaec.*, 1944, 47, 686.—In this study, the average pain threshold, as measured by a sensimeter, of 100 dysmenorrheic women was compared with 100 nondysmenorrheics, 100 post-menopausal women, and 100 male subjects. Of the dysmenorrheic group, 50 were of the functional type and 50 of the organic type. Of the post-menopausal group, 50 were physicologic and 50 surgical. The average pain threshold of the dysmenorrheic group was the lowest. The functional ones had a slightly higher sensitivity than the organic ones. The highest threshold was found in women past the menopause. Those who had a history of previous dysmenorrhea had a slightly lower level than those who did not. Excluding the dysmenorrheics, pain threshold is not very markedly affected by sex.—Courtesy *Biol. Abstr.*

693. Holway, A. H., & others. Factors influencing the magnitude of range-errors in free space and in telescopic vision. (NDRC Div. 7, Fire Control: Report to the Services No. 100; OSRD Rep. No. 6635, 1945; Publ. Bd. No. 40628.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 333. \$7.00, microfilm; \$23.00, photostat.—Attached to a résumé report of the Harvard University fundamental

studies concerning visual distance determination and rangefinder performance is a detailed report of the results of the second series of experiments on this problem. These studies, dropped in 1942, were continued in 1944 with a change of emphasis. Instead of studying the internal factors which produced changes in the observers' stereoscopic acuity, the group now sought to determine the external factors which lead to such changes within the observer. In addition to the well-recognized binocular parallax and size difference cues, wave-front curvature differences furnish an important cue for determining the relative distance of 2 visual objects. If all 3 cues are present and give concordant information, as in unaided vision, distance judgment acuities may be as much as 200 times as great as in the best existing stereo rangefinders. In such rangefinders the binocular parallax effect alone is usefully related to the range scale, and part of the selection and training difficulties associated with stereo rangefinders can probably be attributed to the fact that the other 2 cues give a distance sensing in conflict with the predominant binocular parallax cue. The making of a stereoscopic instrument in which either or both the size and the wave-front curvature effects give distance cues that are concordant with the binocular parallax cue may well impose impracticable or insuperable design problems, but the work as reported here indicates the desirability of taking these size and wave-front curvature cues into account in rangefinder design. (Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

694. Humphrey, G. Parallels between the conditioned reflex and the phi-phenomenon. *Bull. Canad. psychol. Ass.*, 1946, 6, 80.—Abstract.

695. Karlin, J. E. Auditory tests for the ability to discriminate the pitch and the loudness of noises. (OSRD Rep. No. 5294, 1945; Publ. Bd. No. 39576.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 35. \$1.00, microfilm; \$3.00, photostat.—Experiments were conducted by the Psycho-Acoustic Laboratory, Harvard University, to determine the nature and extent of individual differences in the ability to detect small changes in a noise spectrum. The chief characteristics investigated were the frequency and intensity of noises. Two tests were constructed to measure the psychological correlates of these physical parameters: One test, Auditory Test No. 6, measures the ability to detect changes in the pitch of a noise; the other, Auditory Test No. 7, measures the ability to detect changes in the loudness of a noise. Sample experimental norms of performance are presented. An appendix contains instructions for routine administration of the pitch and loudness tests, which includes scoring the test, and specimen answer sheets with correct answers and item difficulty.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

696. Koester, T., & Schoenfeld, W. N. The effect of context upon judgments of pitch differences. *J. exp. Psychol.*, 1946, 36, 417-430.—"The experimental findings on the judgment of pitch differences

between a standard and comparison stimulus, when two or more standards are employed interchangeably at the same sitting, may be summarized as follows: 1. Constant errors for naive *Os* and some practised *Os* vary consistently from positive to negative with increasing frequency level of the standard. This is true whether two or five standards are used as a context. 2. For some practised *Os*, constant errors are negative for the lower and positive for the higher standards. 3. Lengthening intra-pair time interval is accompanied by increasing interaction or context effect for naive *Os* on the extreme standards of a 5-standard context and for practised *Os* on both standards of a 2-standard context, although the trends for the two classes of *Os* are in opposite directions. 4. The immediately preceding level of stimulation is a significant, though not the sole, contributory factor to the interaction effects shown by naive *Os*. 5. Interaction effects occur in a 2-standard context when standards are separated by as much as 1000 cycles. No systematic trend in the direction of a consistently increasing interaction effect is apparent, however, for increasing frequency differences between two standards over a difference range from 10 to 1000 cycles."—D. W. Taylor (Stanford).

697. McGregor, I. S. Pedigree of nystagmus, myopia and congenital eye defects with mental deficiency. *Ann. Eugen., Camb.*, 1946, 13, 135-140.—A pedigree is described of congenital nystagmus with a large variety and frequency of structural defects in the eyes of its members.—S. Wapner (Brooklyn).

698. Rieser, M. On quality, space, and time. *Phil. Rev., N. Y.*, 1946, 55, 534-554.—Analysis shows that there are basic, that is, irreducible qualities. The idea of quality is the generalized expression of the perceptual fact that things always present us with surfaces. The fact that we construe the world as a multiplicity of distinct objects that become subjects of propositions may be a phenomenon of projection. The process of qualitative differentiation resembles the course of thought processes of a later stage. Perception starts from vague wholes and proceeds towards precision—that is, greater internal differentiation. Some qualities are relational, involving measurements and implying a comparison with a known or implied standard. Spatiality seems to refer to the very construction of the material world, its framework; temporality, to the form of events or processes. Space seems to be merely an abstraction drawn from the appearance of any single body: simply the most general outline or form of bulks or masses, if we abstract from their contents. Things are spatial, but there is no space without things. Time applies to events or processes. It may be grounded in some aspects of perception, but it is nevertheless abstract. The temporal viewpoint gets its proper sense only in a context comprising a multiplicity of phases. Time is the expression of the fact that there are processes in the world, phenomena possessing phases, varying in

intensity. It is a measure of variation of intensity.—*C. C. Cooper* (Wilson).

699. Silverman, S. R., & Harrison, C. E. Electro-acoustic equipment for clinical auditory tests. (1945; Publ. Bd. No. 43060.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 20. \$1.00 microfilm; \$2.00, photostat.—This report describes an assembly of equipment designed to meet the requirements for a wide variety of auditory measurements such as the impairment of auditory function and objective evaluation of the compensation for such impairment by hearing aids. The equipment is a product of clinical research at the Central Institute for the Deaf and of experience gained by its staff in the field through the installation of equipment at service hospitals at the request of the armed forces. Essentially, the assembly is a 2-channel electro-acoustic system of high fidelity. The first channel carries speech, pure-tone signals, or other types of signal material to the subject, and the second channel is used for talk-back from the subject to the experimenter, for monitoring, and for measuring sound levels in the test chamber.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

700. Smith, A. A. An historical introduction to the phi-phenomenon. *Bull. Canad. psychol. Ass.*, 1946, 6, 79.—Abstract.

701. Spiegel, E. A. Hearing and equilibrium. In *Spiegel, E. A., Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 98-112.—The experimental analysis of the physiology and physiopathology of the 8th nerve, its receptor mechanisms and central connections is reviewed. 52-item bibliography.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infir.).

702. Springbett, B. M. A conditioned phi and two parallels to generalization. *Bull. Canad. psychol. Ass.*, 1946, 6, 81.—Abstract.

703. Tinker, M. A. Validity of frequency of blinking as a criterion of readability. *J. exp. Psychol.*, 1946, 36, 453-460.—Sixty students devoted 10 min. to Form I and 10 min. to Form II of Tinker's *Speed of Reading Test* in each of 2 experimental sessions. Form II was typographically the same as Form I except that the text was in all-captitals instead of lower case. Although in every comparison made, text in all-captitals was read significantly slower than text in lower case, no significant difference was found with respect to rate of blinking. "Analysis of the data in this experiment plus consideration of evidence from other studies indicates that frequency of blinking is an unsatisfactory criterion of readability of print."—*D. W. Taylor* (Stanford).

704. Wever, E. G. Tone duration as a factor in pitch discrimination. (Calif. Univ. Div. of War. Res. Rep. No. UCDWR M179, 1944; Publ. Bd. No. 40787.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 5. \$1.00, microfilm; \$1.00, photostat.—During the design of new Sonar equipment, it became desirable to determine the maximum duration of the tone which would permit a perception of its pitch. In a study of 6 subjects, it has been

found that, on the average, pitch differences of 2.8 c.p.s. can be determined 75% of the time when the duration of the tones is $\frac{1}{2}$ second or more. The same discrimination is noted when the duration of the tones is reduced to 0.1 second. Ability to discriminate pitch drops off sharply when the duration of the tones is less than 0.1 seconds.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

705. Woods, A. C. Report from the Wilmer Institute on the results obtained in the treatment of myopia by visual training. *Trans. Amer. Acad. Ophthalm. Otolaryng.*, 1945, 50, 37-65.—In view of widely publicized training methods for the improvement of visual acuity of myopes, the author selected 103 uncomplicated myopic subjects for a visual training program. Both visual acuity and refractive error were measured before and after the training program. Thirty subjects showed an improvement on all 4 of the visual charts used, with a 27-point increase on the percentage visual acuity; 31 subjects did not improve on all charts but showed an average increase of 14.7 points; 32 subjects showed no measurable change. Ten subjects showed a decrease of 10.8 points. The author concludes that the degree of average improvement is within the limits of errors of measurement by the subjective test of acuity. Results indicate the improvement to be based on ability to interpret blurred images rather than on any change in refractive error.—*G. W. Knox* (U. S. Naval Reserve).

[See also abstracts 650, 750, 800, 851.]

LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

706. Bunch, M. E. Retroactive inhibition or facilitation from interpolated learning as a function of time. *J. comp. Psychol.*, 1946, 39, 287-291.—Four groups of 30 students learned a punchboard maze. One experimental group learned a similar maze immediately after the mastery of the original task, while another experimental group learned the interpolated maze after an interval of 120 days. The relearning of the original maze followed immediately upon mastery of the interpolated task. Both groups were compared with 2 corresponding control groups without interpolated learning. The effect of the first condition or of interpolated learning immediately following the original learning was to produce retroactive inhibition, while the effect of the same interpolated task after a long interval was to produce marked facilitation. "It is concluded that whether retroaction or facilitation occurs in relearning is a function of the length of the interval between the original and the interpolated similar problem."—*K. F. Muenszinger* (Colorado).

707. Cook, T. W. Interference and change in mirror position. *Bull. Canad. psychol. Ass.*, 1946, 6, 81-82.—Abstract.

708. Denny, M. R. The role of secondary reinforcement in a partial reinforcement learning situation. *J. exp. Psychol.*, 1946, 36, 373-389.—Eighty-eight rats, 40 control and 48 experimental, were trained on a new type of T-maze apparatus in which it was possible to control intra- and extra-maze cues. Half of the control and half of the experimental were given 50 percent reinforcement and received one food reinforcement daily for 12 days. The other half of each were given 100 percent reinforcement and received 2 food reinforcements daily for 6 days. In the control groups no attempt was made to control the effects of secondary reinforcement, whereas in the experimental groups the conditions were arranged so as to minimize such effects. No significant differences were found between partial and continuous reinforcement in the control groups. But in the experimental groups the learning of the rats receiving 100 percent reinforcement was significantly superior to that of those receiving 50 percent reinforcement. The results are interpreted in terms of the operation of secondary reinforcement.—D. W. Taylor (Stanford).

709. Gantt, W. H. The conditional reflex. In *Spiegel, E. A., Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 113-124.—Advances in cortical localization of auditory conditional reflexes, spinal conditioning, learning, therapy of alcoholism, effect of drugs on higher nervous activity, and experimental neuroses are reviewed. 24-item bibliography.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

710. Karn, H. W., & Porter, J. M., Jr. The effects of certain pre-training procedures upon maze performance and their significance for the concept of latent learning. *J. exp. Psychol.*, 1946, 36, 461-469.—Four groups of white rats were subjected to pre-training procedures designed to give them respectively: (1) habituation to handling, (2) habituation to being detained in an enclosure similar to the starting compartment in the maze, (3) familiarity with the maze, and (4) familiarity with the maze and goal orientation. In subsequent rewarded training on the maze, the performance of the fourth group was significantly superior to that of a control group which had received no pretraining. The performance of the other 3 experimental groups was better than that of the control group, but not significantly so. "It is suggested that those factors which operated in the present study to produce facilitatory effects upon rewarded training were also operative in previously reported latent learning experiments."—D. W. Taylor (Stanford).

711. Moore, K. G. Origen: his contribution to the study of imagination. *J. Psychol.*, 1946, 22, 261-266.—"The most eminent figure among the early Christian writers was Origen (A.D. 185-254)." His "doctrines which have special relevance to a theory of imagination are those (a) concerning the function of images, and (b) concerning free-will. . . . The function of the image is to be a revelation, an epiphany, a teaching. . . . Imagination in the

form of inventive ability receives mention in certain passages in Origen's arguments against Celsus. . . . The doctrine of free will is of basic importance in Origen's system. He attributes to it the existence of evil, and holds that the individual soul may have incurred guilt before being born into its present body. He teaches that there can be no justice in giving praise or blame unless souls are free."—R. B. Ammons (Denver).

712. Sharp, H. C., Winder, C. L., & Stone, C. P. Effects of electro-convulsive shocks on "reasoning" ability in albino rats. *J. Psychol.*, 1946, 22, 193-197.—"Evidence based on data from six adult rats indicates that electro-convulsive shocks alter and impair the performance of rats in the Maier 'reasoning' test. The amount of disturbance appears to be inversely related to the length of the period of recovery after individual shocks. Suggestions have been given for further investigations which may shed considerable light on the influence of convulsive shocks on cognitive functions in infra-human subjects."—R. B. Ammons (Denver).

713. Thompson, G. G., & Witryol, S. L. The relationship between intelligence and motor learning ability, as measured by a high relief finger maze. *J. Psychol.*, 1946, 22, 237-246.—Forty volunteer college students learned a 21-blind multiple-T maze to a criterion of 3 successive errorless trials in one sitting. The following product moment correlations were obtained: $.786 \pm .061$ between trials and errors; $.836 \pm .048$ between errors and time; $.734 \pm .074$ between trials and time; $.304$ between intelligence scores on the Otis Gamma Intelligence Test and time; $.167$ between intelligence scores and errors; and $.027$ between intelligence scores and trials to learn. Correcting for the homogeneity of the population, it appears that "the predicted coefficients of correlation that would be expected between intelligence and trials, errors, and time, respectively, are: $.731$, $.739$, and $.759$."—R. B. Ammons (Denver).

714. Tuttle, H. S. Two kinds of learning. *J. Psychol.*, 1946, 22, 267-277.—"The major conclusion to which the evidence now at hand inescapably leads is that learning is not a unitary process; rather there are two distinct kinds of learning, each with its own unique laws. . . . In stating the laws of learning . . . the psychologist deals with images and their manipulation. By every approved definition of the term such learning is intellectual. The familiar laws of association and repetition are laws of intellectual learning. . . . Affective learning has been assumed to be some sort of a corollary to intellectual learning. . . . The recognition that affective learning is a second kind of learning clarifies many baffling problems in psychology and education. Seven of these problem areas are listed . . . in order to illustrate the far-reaching implication of this finding."—R. B. Ammons (Denver).

[See also abstract 919.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

715. Bull, N. A sequence concept of attitude. *J. Psychol.*, 1946, 22, 165-173.—“The nature of attitudes is necessarily still in dispute because the term is loosely used in nearly all branches of psychology to cover three distinct stages of readiness for action—the latent, the motor, and the mental. Through recognition of an unvarying neuromuscular sequence in the development of readiness it becomes possible to coördinate the widely scattered observations on attitude, which represent in every case a focus of attention on certain aspects of the process only. The sequence concept also paves the way for a study of attention in its essential relation to emotion. . . . In the realm of theory, the sequence concept breaks down the old dualism . . . by showing certain precise relationships in terms of known neuromuscular mechanisms, which hold for all forms of bodily activity where a delay occurs after the setting-up of motor attitude.”—R. B. Ammons (Denver).

716. Duffy, E., & Lacey, O. L. Adaptation in energy mobilization: changes in general level of palmar skin conductance. *J. exp. Psychol.*, 1946, 36, 437-452.—“Palmar skin resistance was recorded for 10 women students during a period when their auditory limens were being obtained, and also during a rest period preceding the liminal determinations. The procedure for determining the limen was repeated four times at each experimental session, with an interval of two min. between successive trials. The entire procedure was repeated for each *S* on three consecutive days at the same hour.” Decreasing conductance (increasing resistance) was found: “1. In the course of a 2½-min. rest period preceding the presentation of stimuli. 2. During the four repetitions of auditory discriminations which occurred in a single experimental session. 3. From day to day throughout the three-day period of the experiment, during both (1) the rest period, and (2) auditory discriminations.” Decreasing conductance is interpreted as indicating decreasing energy mobilization. 34 references.—D. W. Taylor (Stanford).

717. England, A. O. Purposive avoidance reaction to electric shocks. *J. comp. Psychol.*, 1946, 39, 293-296.—When rats were shocked in an enclosed cage, 2 general responses were noticed. Some rats simply remained passive while others responded in an exaggerated manner which the author called purposive avoidance behavior. Of 12 normal rats, 3 exhibited average and 5 exaggerated purposive avoidance behavior. Of 7 sex-hormone deficient rats, 2 showed average and 5 exaggerated behavior of this kind, and of 6 vitamin B-complex deficient rats, all showed exaggerated behavior of this kind.—K. F. Muensinger (Colorado).

718. Grant, D. A., & Norris, E. B. Dark adaptation as a factor in the sensitization of the beta response of the eyelid to light. *J. exp. Psychol.*,

1946, 36, 390-397.—“Two groups of *Ss* were used; one group ($N = 33$) was *dark adapted* and the other ($N = 32$) was subjected to a *non-adaptation* procedure. Eyelid responses of both groups were recorded under identical conditions at four times during the experiment. The light stimulus was presented and responses were recorded by means of a modified Dodge photochronograph. The results of the experiment may be summarized as follows: 1. The latencies of the eyelid responses formed the bimodal distribution which was reported in earlier studies. The first mode consisted of primary reflexes or α -responses to light, and the second mode consisted of β -responses which ranged in latency from 120 to 240 msec. 2. The β -responses of the Dark Adaptation group showed significantly greater frequency and magnitude than those of the Non-adapted group. 3. There was significantly greater sensitization (frequency and magnitude increments) in the β -responses of the Dark Adaptation group. 4. The trends of the β -responses were not related to those of the α -responses. The α -responses showed typical reflex adaptation.”—D. W. Taylor (Stanford).

719. Liefmann, E. Zum Problem von Angst und Furcht. (On the problem of anxiety and fear.) *Schweiz. Z. Psychol. Anwend.*, 1946, 5, 199-211.—Anxiety and fear are responses to the perception of danger. They are warning signals for the protection of our psychophysical balance and are derived from the motive of self preservation. Fear is related to a specific object which contributes to its particular quality, while anxiety is vague and unrelated to a specific object. Similar religious emotions are indicated.—K. F. Muensinger (Colorado).

720. Mills, J. N. Hyperpnoea induced by forced breathing. *J. Physiol.*, 1946, 105, 95-116.—Forty medical students and technicians were required to overventilate for 60 to 120 seconds. Upon cessation of forced breathing 10 subjects regularly exhibited hyperpnoea instead of the classically reported and hence expected apnoea. Six of these were subjected to a series of 200 forced breathing experiments and to clinical laboratory tests including the EEG. It is reported that hyperpnoea—receiving little research attention presumably because it “appears contrary to the accepted ideas of chemical control of respiration”—cannot be attributed to, or associated with, acapnia, lowering of blood pressure, or cortical brain potentials. These findings are discussed theoretically, and an hypothesis is formulated.—L. A. Pennington (Illinois).

721. Pai, M. N. Sleep-walking and sleep activities. *J. ment. Sci.*, 1946, 92, 756-765.—Complete psychiatric study of 117 male neurotics who were alleged to walk in their sleep shows that sleep-walking is a misnomer, as the clinical condition is one of incomplete sleep with varying degrees of consciousness. In post-epileptic automatism the patient is asleep, but all other cases can be classified into 3 groups: psychogenic causes, with anxiety states or hysterical dissociation; physiogenic condi-

tions such as a post-infective condition following brain infection; hystero-malingering states, which include those cases in which the patient not only walks about but also indulges in various complicated and goal-directed activities requiring skill and coordination. Symptoms depend upon the degree and extent of dimming of consciousness and the cortical areas which are still active. The presence of dreams suggests that the visual centers in the occipital lobes and in the angular gyri are awake; movements of body and limbs would be evidence that the pre-Rolandic motor cortex is awake. If a person is able to remember some of his nocturnal activities it would suggest that, besides the motor cortex, other areas concerned with higher functions were also awake. 33 references.—W. L. Wilkins (Notre Dame).

722. Setzer, H. W., & Montell, R. L. Nesting of the yellow-headed blackbird in Douglas County, Kansas. *Trans. Kans. Acad. Sci.*, 1946, 49, 208-209.—W. Varvel (Texas A. & M.).

723. Stevenson, W. G. The effect of sunlight on the initiation of sexual activity in ranch mink. *Canad. J. comp. Med.*, 1946, 10, 137-142.

724. Weinland, J. D. Hersey variability. *Personnel J.*, 1946, 25, 211-214.—The author measured his strength daily for 5 months with a dynamometer. During this time, he found 2 periods of low strength and 2 periods of high strength. These seemed to support the variability described by Hersey. In addition to these larger variations, there were minor variations from day to day and a gradual increase in strength during the time of the experiment.—M. B. Mitchell (Vet. Adm. Ment. Hyg. Clin.).

725. Wright, H. W. The problem of altruistic motivation. *Bull. Canad. psychol. Ass.*, 1946, 6, 82-83.—Abstract.

[See also abstracts 665, 679, 688, 713, 753, 859.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

726. Alexander, F., & Piers, G. J. Psychoanalysis. In Spiegel, E. A., *Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 681-694.—Important contributions to the theory and the clinical utilization of psychoanalysis, its cultural, social, and literary applications, advances in hypnosis, and problems of psychotherapy are critically reviewed. 24-item bibliography.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

727. Barbu, V. What schools of psychoanalysis are there? In Horney, K., *Are you considering psychoanalysis?* New York: Norton, 1946. Pp. 37-59.—The development of several different theories of psychoanalysis have, on the whole, served a constructive purpose in the development of psychoanalysis. Theoretical concepts of Freud, Adler, Rank, Jung, and Horney are presented and evaluated briefly. Horney's point of view, although differing from Freud's in several essentials, is seen as the "more direct outgrowth of Freudian psychoanalysis." —J. B. Rotter (Ohio State).

728. Düiss, L. Etude expérimentale des phénomènes de résistance en psychanalyse infantile. (Experimental study of the phenomenon of resistance in the psychoanalysis of children.) *Z. Kinderpsychiat.*, 1944, 11, 1-11.—In previous articles the method of using 6 fables, each of them symbolizing a fundamental complex, in order to rapidly solve conflicts in children from 3 to 15 years, was described (see 15: 1715; 16: 4353). This method was utilized to study the defense mechanisms of nervous children and to draw practical conclusions for pedagogy. Fifty boys and girls grouped as "neurotic," "doubtful," and "normal," were asked to respond spontaneously to each of the fables. After what could be seen from their responses had been explained to them, they were once again asked to respond to the questions terminating the fables. The normal children, regardless of age, simply repeated their first responses uninfluenced by the explanations; complexes, repressions, defense mechanisms were lacking. Nervous children showed various signs of resistance; 3 genetic stages of its evolution could be observed, and it was demonstrated how they correspond largely to Piaget's 3 stages of development of thought in the child. The author points out that in her study general psychoanalytic concepts have been verified by experiments.—R. Lassner (Training School, Vineland, N. J.).

729. Fairbairn, W. R. D. Object-relationships and dynamic structure. *Int. J. Psycho-Anal.*, 1946, 27, 30-37.—The author's special views upon object relationships are discussed in terms of the emotionally determined splitting of the external object into a good and a bad object, the internalization of the bad object, and its splitting into an exciting and a rejecting object, with their subsequent repression by the ego. There follows then a splitting off and repression of parts of the ego attached to those repressed objects. The resulting situation is called "the Basic Endopsychic Situation . . . in which we find a Central Ego employing aggression in the exercise of Direct Repression (a) over the Libidinal Ego attached to an Exciting or Needed Object, and (b) over the Internal Saboteur attached to a Rejecting Object." 6-item bibliography.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

730. Foulkes, S. H. On group analysis. *Int. J. Psycho-Anal.*, 1946, 27, 46-51.—Group analysis may be regarded as a form of psychotherapy for a group permitting the development and expression of a new attitude toward the study and improvement of human interrelationships.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

731. Freud, A. [Ed.] Bulletin of the International Psycho-Analytical Association. *Int. J. Psycho-Anal.*, 1946, 27, 72-98.—The end of the war has permitted re-establishment of contact with most Branch Societies. To give a better survey of the actual activities of each group, this Bulletin republishes in original context the reports of past and current activities of the various societies and institutes.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

732. Freud, S. Untranslated Freud: (10) Hypnotism and suggestion (1888). *Int. J. Psycho-Anal.*, 1946, 27, 59-64.—This is a translation of Freud's own preface to his translation of Bernheim's "De la suggestion et de ses applications à la thérapeutique (1886; second ed. 1887)." Freud offers a critical, appreciative survey of Bernheim's book which he describes as important, instructive, and valuable. Additionally, Freud expresses freely his own ideas about hypnosis. He emphasizes its value in explicating human behavior and its value as a therapeutic procedure. He emphatically affirms the validity of hypnotic phenomena, discredits assertions about its harmfulness, differentiates between hypnosis and hysteria, and enters into a discussion of theoretical considerations of hypnosis.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

733. Horney, K. [Ed.] Are you considering psychoanalysis? New York: Norton, 1946. Pp. vi + 262. \$3.00.—A series of lectures prepared for the laity by the Association for the Advancement of Psychoanalysis are included in this volume. They aim to answer the questions of individuals who are contemplating psychoanalysis. Horney's point of view is the approach used by all the contributors. For individual chapter contributions see 21: 727, 734, 735, 736, 737, 739, 740, 741, 744.—J. B. Rotter (Ohio State).

734. Horney, K. How do you progress after analysis? In *Horney, K., Are you considering psychoanalysis?* New York: Norton, 1946. Pp. 235-257.—Analysis may be terminated when the patient can deal constructively with his own problems. The patient continues to deal with conflicts through "self-analysis." A case example of a patient who had completed a successful analysis is given to illustrate how self-analysis takes place.—J. B. Rotter (Ohio State).

735. Horney, K. What does the analyst do? In *Horney, K., Are you considering psychoanalysis?* New York: Norton, 1946. Pp. 187-209.—The analyst accepts his share of the responsibility of the treatment by responding to the patient's unreserved frankness with undivided attention. He attends to the content and emotional tone of the associations and brings into play his own emotional reactions. Attention of the analyst should be primarily directed to the attitudes and reactions of the individual in the analytic situation itself and secondarily to what the patient tells him of his attitudes towards himself, past and present experiences, and relations to people outside the analytic situation. Interpretations follow an understanding of the individual and are given when considered properly timed. The analyst is nonauthoritative but gives his opinion when he feels the patient may act against his own interest. The analyst's recognition of the patient's potentialities helps the patient regain faith in himself.—J. B. Rotter (Ohio State).

736. Ivimey, M. How does analysis help? In *Horney, K., Are you considering psychoanalysis?* New York: Norton, 1946. Pp. 211-233.—Awareness

of the existence of neurotic trends is the first step toward elimination of neurotic behavior. Analysis of neurotic tendencies brings rational judgment into play and leads the patient to ask the question, "what can I do to change?" With lessened basic anxiety the patient discovers he can do something for himself. Analysis reveals the false values and spurious goals. The patient's impulses to be whole and integrated "are implemented by rationality, will power, determination, and by the capacity to judge intellectually and morally and to make efforts to fulfill his real wishes."—J. B. Rotter (Ohio State).

737. Ivimey, M. What is a neurosis? In *Horney, K., Are you considering psychoanalysis?* New York: Norton, 1946. Pp. 61-92.—K. Horney's theory of the neurosis is described for the laity. Neurosis is considered essentially a disturbance in human relations. Environmental conditions are considered primary in general personality development and in accounting for differences between the sexes. Basic anxiety, "the state of feeling helpless, isolated and hostile," is the motivating force that starts the neurotic process going. Examples of neurotic solutions of conflict and of neurotic symptoms and manifestations are presented.—J. B. Rotter (Ohio State).

738. Jones, E. A valedictory address. *Int. J. Psycho-Anal.*, 1946, 27, 7-12.—After 40 years of experience in the practice of psychoanalysis, the author is impressed by 3 things: (1) The tremendous growth in the realization of the social significances of psychoanalysis; (2) the extraordinary divergencies among psychoanalysts in theory, technique, and in personal relationships; and (3) the need to follow Freud's definitions in the practice of psychoanalysis.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

739. Kelman, H. What are your doubts about analysis? In *Horney, K., Are you considering psychoanalysis?* New York: Norton, 1946. Pp. 93-133.—Doubts, fears, and misgivings of individuals considering undertaking psychoanalysis are discussed. Finances are treated as the first practical problem. The average time for analysis of a severe neurosis is given as 3 years. The effect of interruptions and possible ways of shortening psychoanalysis are described. Questions centering around the unchangeability of human nature, age of the patient, and fear of harm or of upset in marital and other living relationships are answered.—J. B. Rotter (Ohio State).

740. Kelman, H. Who should your analyst be? In *Horney, K., Are you considering psychoanalysis?* New York: Norton, 1946. Pp. 135-157.—Factors entering into the choice of an analyst are discussed. Sex of the analyst is considered as of little significance in the long run. Other relatively nonessential factors are the religion, cultural background, native language, and political viewpoint of the analyst, although these may be of significance in special cases. A medical degree and certification by an accredited psychoanalytic institute are considered as essential criteria. The analyst's school of psycho-

analysis and philosophy of life are of great importance, and disagreement on basic questions of human values is detrimental. Experience is important. Reputation is a guide, but frequently less well known analysts with lower fees may be equally competent. A final criterion is the feeling for the analyst as a person.—*J. B. Rotter* (Ohio State).

741. Kilpatrick, E. What do you do in analysis? In *Horney, K., Are you considering psychoanalysis?* New York: Norton, 1946. Pp. 159-185.—The patient's role in Horney's method of analysis is described. Analysis is considered a growing experience with the patient sharing responsibility with the therapist. The patient learns the factors which determine his mode of life through free association. Access to conscious and unconscious motivations is gained through overcoming resistance, describing everyday activities, and associations. Review of childhood experiences at long range and with an awareness of strivings leads to an objective viewpoint. By analyzing behavior in the analytic situation and in everyday activities the devastating effect of compulsive and conflicting attitudes is revealed.—*J. B. Rotter* (Ohio State).

742. Kroger, W. S. The treatment of psychogynecic disorders by hypnoanalysis. *Amer. J. Obstet. Gynaec.*, 1946, 52, 409-418.—The author reports successful treatment with hypnoanalysis of 9 out of 12 cases of true frigidity defined as "the incapacity of women to have a vaginal orgasm."—*F. C. Sumner* (Howard).

743. Littell, S. The role of suggestibility in susceptibility to the size-weight illusion and the phenomenon of autokinetic streaming. *J. sci. Labs Denison Univ.*, 1946, 39, 156-170.—Thirty freshmen college women were tested on the size-weight illusion, autokinetic streaming, Chevreul's pendulum, the head-falling test, and the suggestibility section of the Adams-Lepley Personal Audit. A correlation of 0.56 between Chevreul's pendulum and autokinetic streaming was the only significant one found.—*C. M. Louitt* (Sampson).

744. Martin, A. R. Why psychoanalysis? In *Horney, K., Are you considering psychoanalysis?* New York: Norton, 1946. Pp. 15-36.—In this first chapter of a volume designed to acquaint the layman with a realistic appraisal of what he may expect of psychoanalysis, the author describes the nature and various forms of maladjustment which are deemed as indicating psychoanalysis. Psychoanalysis as conducted by the Horney school is described in general terms and to clarify "popular misconceptions." The goal of analysis is to bring closer creative relationships and to develop a sense of self worth.—*J. B. Rotter* (Ohio State).

745. Payne, S. M. Notes on developments in the theory and practice of psycho-analytical technique. *Int. J. Psycho-Anal.*, 1946, 27, 12-19.—Various items of technical procedure are discussed together with comments upon clinical problems and the changes taking place in the mind during successful treat-

ment. 14-item bibliography.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infir.).

[See also abstract 765.]

FUNCTIONAL DISORDERS

746. Anderson, H. H. Directive and non-directive psychotherapy: the role of the therapist. *Amer. J. Orthopsychiat.*, 1946, 16, 608-614.—Using the works of Rogers, Allen, and Thorne as a basis for discussion, the author examines the concept of responsible behavior. Responsible behavior must be high in spontaneity (lack of domination by the environment) and harmony (socially integrative behavior). Directive therapy must be used when the patient cannot judge the meaning of his behavior, but it requires a constant dependent relation. 21 references. (See also 21: 768.)—*R. E. Perl* (New York, N. Y.).

747. Barbara, D. A. A psychosomatic approach to the problem of stuttering in psychotics. *Amer. J. Psychiat.*, 1946, 103, 188-195.—An investigation was conducted at the Central Islip State Hospital of 20 psychotic patients who exhibited symptoms of stuttering. The majority of the group were of schizoid personality, and nearly all the cases presented symptoms of acute or chronic anxiety. Seven of the cases attributed their stuttering to a specific experience. Practically every case evidenced family history of neuropsychiatric or psychosomatic disorder. Nine cases revealed the presence of other stutterers in their immediate families.—*R. D. Weitz* (Jersey City, N. J.).

748. Barrett, J. E. A prospectus for mental hygiene. *Ment. Hyg. Surv.*, 1946, 9, No. 1, 5-8.—A description of the Virginia state institutions for the mentally ill and suggestions for the modernizing of mental health provisions within the State.—*F. C. Sumner* (Howard).

749. Bergler, E. Six types of neurotic reaction to a husband's request for a divorce. *Marriage & Family Living*, 1946, 8, 81-84; 99.—"In a one-sided selection of neurotic patterns, six types of feminine reactions toward demand by the husband for divorce are isolated. The neurosis of the husband, always present in such cases, is not discussed." The first 4 types, representing cases in which the wife understands rationally that she is fighting a lost cause and at the same time is emotionally incapable of giving the necessary consent are: stubborn refusal because of unconscious repetition of a neurotic guilt conflict, stubborn refusal followed by fights of a specific type, stubborn refusal followed by infidelity, and stubborn refusal with acceptance of separation only. The last 2 types, representing cases in which the wife feels emotionally that she should refuse the divorce and gives consent on the basis of logical reasoning are: immediate acceptance followed by "masochistic" attachment and immediate acceptance followed by promiscuity. "All six types described react to a real situation with resuscitation of unconscious, repressed,

infantile patterns, which only psychoanalysis can solve."—*L. H. McCabe* (Cambridge, Mass.).

750. Brandenburg, K. C. Neuroticism among aniseikonia patients. *Amer. J. Ophthal.*, 1946, 29, 1311.—*D. J. Shaad* (Kansas City, Kans.).

751. Cobb, S. Use of the life chart in psychiatric consultation. *Clin. Med.*, 1946, 53, 254-256.

752. Combs, A. W. Basic aspects of nondirective therapy. *Amer. J. Orthopsychiat.*, 1946, 16, 589-607.—Case material is provided to show in what ways nondirective therapy differs from some older methods. The 4 basic assumptions of nondirective therapy are: (1) the individual's drive toward growth, health, and adjustment; (2) the importance of the emotional factor in adjustment; (3) the importance of the immediate situation rather than the past; and (4) the therapeutic situation as a growth experience in itself, not just a preparation for change. In a discussion following this paper, W. E. Moore raises such questions as: under what circumstances is the nondirective approach most effective, what useful factual information may the therapist give to the client, and how much verbalization of insights by the patient is necessary. (See also 21: 768.)—*R. E. Perl* (New York, N. Y.).

753. Curschmann, H. Differentialdiagnose und Behandlung des Schwindels. (Differential diagnosis and treatment of dizziness). *Ärztl. Wschr.*, 1946, 1, 90.—A review of different forms of dizziness as symptoms of somatic and psychogenic disorders. Prominent among these are agoraphobia, claustrophobia, and other phobias which always lead to diffuse sensations (fainting, "everything turning black") and usually are overshadowed by feelings of fear and of forcible restraint. Contrasted to these are systematic conditions of dizziness involving apparent environmental rotary movements in a vertical or horizontal sense, often accompanied by nausea and vomiting. The author points out the partly autosuggestive nature of the sensations connected with high places which are an almost physiological form of dizziness.—*J. Deussen* (Plankstadt).

754. Ebaugh, F. G., & Billings, E. G. An analysis of 100 psychiatric casualties and 100 control-adjusted soldiers in the 8th Corps area. (Progress report Nos. 1-3, 1942; Publ. Bd. No. 40338.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 9. \$1.00, microfilm; \$1.00 photostat.—The work reported in these progress reports was performed under contract number M-704 under the sponsorship of the Committee on Medical Research of the Office of Scientific Research and Development. Purpose of the project was (1) to establish a few indications of nervous, mental, and physical defects for use by the induction centers medical officers, by noncommissioned and line officers, and by medical officers; the results are presented in a tentative synopsis of the findings which summarizes significant symptoms and test results; (2) to establish practical educational procedures for the groups that have to do with selection, induction, and training of the

personnel of the armed forces; and (3) to initiate a practical plan for continuing such research and education for the army services concerned.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

755. English, O. S. The sense of well being and its relation to clinical improvement. *Bull. Menninger Clin.*, 1946, 10, 137-144.—Emotional needs are not to be regarded as luxuries but rather as necessities for good neuro-physiological functioning. A sense of psychic well-being and healthy somatic rhythms makes the therapeutic task easier. Freud said that the therapeutic purpose is achieved only when a greater measure of help is given to the ego. Some analysts worked "more distantly and intellectually to produce psychic structural alterations with emotional change a secondary consideration in their efforts, while others (Ferenczi) put emotional change first and the work of structural alteration was always in the service of producing emotional change." Ribble showed that the mother's appreciation of the need for sensual pleasure increased the baby's sense of well-being and facilitated introjection. In World War II pentothal was used to produce "thalamic euphoria" (Freed) and thus to facilitate, with the intervention of psychotherapy, the processes of introjection and identification. An optimum gratification of man's sensuous needs helps in making the psychic structure more pliable and receptive.—*W. A. Varvel* (Texas A. & M.).

756. English, O. S., & Pearson, G. H. J. Child psychiatry. In *Spiegel, E. A., Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 561-578.—Material relating to traumatic situations which affect the child's emotional development and to symptom complexes is summarized. 12-item bibliography.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infir.).

757. Feinman, L. Environmental factors in the adjustment of manic-depressive patients. *Smith Coll. Stud. soc. Work*, 1946, 17, 105.—Abstract of thesis.

758. Field, M. Psychiatric social work with insulin-treated patients. Utica, N. Y.: State Hospitals Press, 1945. Pp. 43.—The value of intensive psychiatric social work as an adjunct of therapy was studied with a group of 207 dementia praecox patients receiving insulin-shock treatment. Comparisons were made with a group of 207 patients matched by age, sex, and nature of the onset of the psychotic condition. The social work contacts with the experimental group were intensive—workers had a case load averaging 45, and there were 11 contacts per case in contrast to 4 contacts in the control group. A somewhat larger proportion, 67% as against 61%, of the experimental group could be released after shock treatment, and only 17% of the experimental group released returned to the hospital, while 29% of the controls did so. Among the experimental group 72% were doing as well or better at home than before the illness, while only 51% of the controls could be so rated. The methods and

usefulness of psychiatric social case work are illustrated in a series of brief case records.—C. M. Louttit (Sampson).

759. Frank, J. D. Psychotherapeutic aspects of symptomatic treatment. *Amer. J. Psychiat.*, 1946, 103, 21-25.—". . . symptomatic treatment of functional illnesses, if used with full awareness of its limitations, may be of definite psychotherapeutic aid. It reassures the patient by demonstrating that the physician is genuinely interested in his condition and can influence it successfully. It circumvents the disturbing issue of the reality of the complaints and enables the patient to abandon them when ready to do so without loss of self-respect. . . . The proper use of symptomatic therapy thus tends to diminish the importance of the symptoms and to facilitate rather than hinder more fundamental psychotherapy."—C. M. Louttit (Sampson).

760. Friedman, B. Community adjustment of hebephrenic patients who received shock therapy. *Smith Coll. Stud. soc. Work*, 1946, 17, 105-106.—Abstract of thesis.

761. Halstead, W. C., Carmichael, H. T., & Bucy, P. C. Prefrontal lobotomy; a preliminary appraisal of the behavioral results. *Amer. J. Psychiat.*, 1946, 103, 217-228.—Eight carefully selected cases were evaluated before and after lobotomy by an impairment index scale developed by Halstead. The findings indicated that (1) impaired biological intelligence (capacity for adaptive behavior) is not relieved by prefrontal lobotomy, (2) lobotomy may not increase the degree of impairment of this function, and (3) the behavioral effects of the operation are obscure. Medical histories of the cases studied are presented. 115-item bibliography.—R. D. Weitz (Jersey City, N. J.).

762. Hertzman, J. Casework in the psychosomatic approach. *J. soc. Casework*, 1946, 27, 299-307.—Illustration is made of the teamwork of physician and social worker which can be achieved and aid in the process of medical diagnosis and treatment. In this situation, it is shown that throughout the period of medical care there was a constant interchange of thinking between the doctor and social worker concerning the physical, social, and emotional factors in the patient's illness. Together, they bring to this process of helping the individual to deal with his disease and its effects upon him, all their specific professional knowledge and skills which have been greatly enriched through psychiatry and psychoanalysis.—V. M. Stark (Jersey City, N. J.).

763. Heubner, W., & Schulte, H. Über den Begriff "Sucht." (The concept of addiction). *Ärztl. Wschr.* 1946, 1, 56-57.—There is need for a clearer conception of the pathology of addiction which is satisfactory to the pharmacologist as well as to the psychiatrist. We must consider (1) the psychophysical disposition (inadequate functioning of somatic drives, effects of environmental conditions, predispositions based on somatic deficiencies) and (2) the disease symptoms themselves which have

been developed in highly individualistic fashion in the course of the habituation process to different medicines or drugs. Both factors, disposition and pathophysiological effects, enter into the concept of addiction—a term that should be used only when treatment is necessary.—J. Deussen (Plankstadt).

764. Hewlett, J. D. A comparison of the adjustment of white and Negro schizophrenics. *Smith Coll. Stud. soc. Work*, 1946, 17, 108-109.—Abstract of thesis.

765. Kapeller, R. The post-analytic migratory symptom. *J. clin. Psychopath. Psychother.*, 1946, 7, 821-823.—The significance of symptoms recurring after psychoanalytic treatment is discussed.—A. L. Benton (Univ. Louisville Medical School).

766. Levin, M. Transitory schizophrenias produced by bromide intoxication. *Amer. J. Psychiat.*, 1946, 103, 229-237.—Bromide psychosis is one which starts during bromide intoxication and clears up several weeks after discontinuance of the drug. Four varieties of this disorder are known: simple intoxication, delirium, hallucinosis, and schizophrenia. Each type is described. The author recommends serum examination for bromide as a routine part of the diagnostic work-up.—R. D. Weitz (Jersey City, N. J.).

767. Levy, Norman A. *Personality disturbances in combat fliers*. New York: Josiah Macy, Jr. Foundation, 1945. Pp. 89.—This monograph is intended to be a contribution to practical and scientific knowledge of disturbances of man's personality under the stress of battle. The observations on which the text is based were made while the writer was a Staff Neuropsychiatrist with the 15th Air Force during 1943 and 1944 in the Mediterranean and North African Theatres of Operations. During this period operational failures due to psychologic disturbances accounted for 40% of the total medical cases, 50% of these failures occurring during the first 10 combat tours. After an introductory description of the functioning, operations, and hazards of heavy bombardment, the author discusses the problem of adjustment to combat flying. Successful adjustment depends upon how well the individual's ego deals with and defends itself against the anxieties, fears, and tensions automatically evoked by constant exposure, both real and fancied, to injury and death. The psychodynamics of the defense mechanism are briefly discussed. A chapter is devoted to the clinical manifestations of these personality disturbances. The large majority of the cases are psychoneuroses with anxiety states predominating. Usually the neuroses are mild or moderately severe; severe neuroses and psychoses are rare. Constitutional inadequacy is relatively uncommon. Forty-two case histories illustrate the various manifestations encountered. A chapter is devoted to the etiology of the personality disturbances. Psychogenic influences, severity of external stress, and amount of chronic anxiety (predisposition) are of outstanding etiologic significance, physical factors and physical constitution apparently exerting a minor influence.

The final chapter is devoted to a brief discussion of therapy and prognosis.—(Courtesy *Biol. Abstr.*).

768. Lowrey, L. G. Counseling and therapy. *Amer. J. Orthopsychiat.*, 1946, 16, 615-622.—Lowrey discusses the papers by Blos (see 21: 881), Rogers (see 21: 786), Combs (see 21: 752), and Anderson (see 21: 746). He concludes that there can hardly be such a thing as nondirective therapy, as counseling is full of directives in the very limitations it imposes on client and counselor. He criticizes the application of nondirective therapy to any type of case without adequate diagnostic formulation, the denial of its origin in psychoanalytic principles, its inadequate theory, and its rigid method.—R. E. Perl (New York, N. Y.).

769. McCarthy, C. V. Social adjustment of post-partum psychotics treated with shock therapy. *Smith Coll. Stud. soc. Work*, 1946, 17, 110-111.—Abstract of thesis.

770. Maier, N. R. F., & Feldman, R. S. Studies of abnormal behavior in the rat. XIV [i.e. XI X]. Water spray as a means of inducing seizures. *J. comp. Psychol.*, 1946, 39, 275-286.—While one animal from an experimental group of 25 rats was subjected to a stream of water, the other animal from a control group of equal size was placed in an adjacent compartment and received only deflected water. In 8 tests 16 of the experimental animals had a total of 47 seizures, whereas 5 of the control animals had a total of 17 seizures. In subsequent key jingling tests the groups became approximately equal. The authors believe that the seizure producing qualities of certain stimuli are due to irritation and their ineffectiveness in eliciting avoidance responses. "An irritant which furnishes no release builds up tensions which the organism cannot handle and these resolve themselves in catastrophic reactions."—K. F. Muensinger (Colorado).

771. Margolis, H. M. The psychosomatic approach to medical diagnosis in treatment. *J. soc. Casework*, 1946, 27, 291-299.—The importance of the emotional aspect in illness is emphasized by the fact that 40-60% of all patients who go to doctors have an illness precipitated largely by an emotional disturbance. The physical examination should not be devoted solely to evaluation of physical factors. This requires that the physician be interested and adept in the method which will probe the sources of the patient's emotional conflict. The social worker's role in the doctor-patient relationship includes the capacity to help the patient participate more fully in the processes of medical diagnosis and treatment, and to have the specialized knowledge of community resources for meeting the vocational and social needs of the patient.—V. M. Stark (Jersey City, N. J.).

772. Meyknecht, A. P. J. Eine psychogene psychotische Störung bei einem 5 jährigen Mädchen mit schizophrener Symptomatik. (A psychogenic psychotic disturbance in a 5-year-old girl with schizophrenic symptoms.) *Z. Kinderpsychiat.*, 1944, 11, 33-39.—The existence of a true infantile schizophrenia, to be distinguished from the adolescent

form, is discussed, and the term juvenile schizophrenia is proposed for intermediate cases. The case of a girl without hereditary complications whose first psychopathologic symptoms appeared at the age of 5, after a dental extraction, is presented. After having spent a year in an institution for feeble-minded children, she was transferred to the Pedagogical Institute in Nymwegen (Holland) of which the author is the director. (See also 21: 773, 774.)—R. Lassner (Training School, Vineland, N. J.).

773. Meyknecht, A. P. J. Eine psychogene psychotische Störung bei einem 5 jährigen Mädchen mit schizophrener Symptomatik. (Fortsetzung.) (A psychogenic psychotic disturbance in a 5-year-old girl with schizophrenic symptoms. [Continued.]) *Z. Kinderpsychiat.*, 1944, 11, 65-74.—A diary of observations of the case compiled at the Pedagogical Institute and at the mental hospital in which the patient subsequently received treatment is given. The following symptoms were observed: flattened affect, loss of contact, indifference, ambivalence, negativism, prolonged mutism, refusal of food necessitating tube feeding, and self-mutilating tendencies. Before and during the course of insulin shock treatment remissions of various length were observed. During these the child was lacking in the typical schizoid traits. Discussing her symptoms in the light of definitions available in the psychiatric literature, Meyknecht concludes that the mental disturbance in this child was of a psychotic rather than a neurotic nature. (See also 21: 772, 774.)—R. Lassner (Training School, Vineland, N. J.).

774. Meyknecht, A. P. J. Eine psychogene psychotische Störung bei einem 5 jährigen Mädchen mit schizophrener Symptomatik. (Schluss.) (A psychogenic psychotic disturbance in a 5-year-old girl with schizophrenic symptoms. [Conclusion.]) *Z. Kinderpsychiat.*, 1944, 11, 111-117.—After excluding other differential-diagnostic possibilities in this case, the hypothesis of schizophrenia appears most tenable to the author. Refusing, however, to formulate a definite diagnosis, he reminds us that the nosology of mental disorders in childhood is still in a "babbling" state and urges fundamental research by case studies such as the present one. (See also 21: 772, 773.)—R. Lassner (Training School, Vineland, N. J.).

775. Morgan, D. W. Analysis of one hundred psychiatric casualties and one hundred apparently normal soldiers. (Progress report Nos. 1-5, 1942-43; Publ. Bd. No. 40339.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 5. \$1.00, microfilm; \$1.00, photostat.—The work of the investigators consisted chiefly of follow-up studies of the individual cases, review of the literature on psychiatry and neurology as it applies to war, completing clinical records, psychological testing (Rorschach), and statistical analyses. Two papers were written as a result of the studies indicated: *An Analysis of One Hundred Army Psychiatric Cases and One Hundred Enlisted Men* and *A Note Regarding the "M-Score" of Penrose and Myers*. This work was

done under contract number OEMcmr 65, Supplement No. 1, with the Committee on Medical Research of the Office of Scientific Research and Development.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

776. Moss, C. R. Integrating casework and recreation in a military hospital. *J. soc. Casework*, 1946, 27, 307-313.—The importance of recreation and its contribution in meeting the needs of patients in a military hospital is discussed. Emphasis is placed on its use as a tool in helping patients re-establish feelings of adequacy and self-esteem. The idea of extending the medical social service by including a social group work program is set forth.—V. M. Stark (Jersey City, N. J.).

777. Orr, D. W. The veteran and his neuropsychiatric diagnosis. *Ment. Hyg.*, N. Y., 1946, 30, 628-647.—Open forum discussions and talks to patients in groups can allay considerable anxiety for the man with a neuropsychiatric diagnosis and can effect salutary mental hygiene. Materials and emphases in such talks and discussions are reviewed.—W. L. Wilkins (Notre Dame).

778. Overholser, W. Mental hygiene. *Proc. Amer. phil. Soc.*, 1946, 90, 259-264.

779. Overholser, W. Women and modern stress. *Ment. Hyg.*, N. Y., 1946, 30, 545-558.—Women who are unable to adjust to relatively simple situations are even more likely to fail of adjustment under stress. The majority of married women who worked during the war probably realize that their first duty is to household and children. Some women are apprehensive about changes in returned veteran members of the family. The woman who is undergoing difficulties of adjustment to modern strains shows tension, restlessness, and fatigue. The necessary mental hygiene is outlined.—W. L. Wilkins (Notre Dame).

780. Penrose, L. S. Social aspects of psychiatry: the importance of statistics. *J. ment. Sci.*, 1946, 92, 713-718.—Statistics show that psychosis is essentially a chronic disability, with exacerbations and remissions. Long range statistics reveal that convulsive treatments hold no advantages over less violent procedures. It is suggested that even leucotomized patients may merely have developed socially acceptable forms of psychoses. Certain areas of research where adequate statistics are necessary for formulation of the problem as well as for clues as to solutions are indicated.—W. L. Wilkins (Notre Dame).

781. Pinkus, H. Factors influencing the community adjustment of schizophrenic catatonic patients. *Smith Coll. Stud. soc. Work*, 1946, 17, 112-113.—Abstract of thesis.

782. Price, L. Case work with parents of feeble-minded children. *Smith Coll. Stud. soc. Work*, 1946, 17, 126.—Abstract of thesis.

783. Prugh, D. G., & Brody, B. Brief relationship therapy in the military setting. *Amer. J. Orthopsychiat.*, 1946, 16, 707-721.—On the basis of experi-

ences with neurotic patients appearing in convalescent and general hospitals, the authors examine the use of brief relationship therapy in a military setting. They find it most effective in the treatment of situational war neuroses, whether precipitated by combat or noncombat stresses. Anxiety reactions, mild conversion or psychosomatic disorders, and mild hypochondriacal and obsessive states are the features most amenable to a therapeutic interview.—R. E. Perl (New York, N. Y.).

784. Ramm, K. M. Is monotonism an indication of maladjustment? *Smith Coll. Stud. soc. Work*, 1946, 17, 126-127.—Abstract of thesis.

785. Richards, T. W. Epileptic seizure in the Rorschach test situation. *Rorschach Res. Exch.*, 1946, 10, 101-104.—A case report is presented of an adolescent schizophrenic girl who had a typical convulsive seizure during the inquiry stage of a Rorschach examination. It is suggested that the attack may have been precipitated by the peculiar dynamic qualities of Card IV, in inter-action with her essentially autistic type of personality adjustment.—E. M. L. Burchard (Vet. Adm. Ment. Hyg. Clin.).

786. Rogers, C. R. Recent research in nondirective therapy and its implications. *Amer. J. Orthopsychiat.*, 1946, 16, 581-588.—Evidence is cited to show that client-centered, catalytic, nondirective therapy achieves a predictable and measurable process of release, insight, integration, and choice in the client. Evidence indicates that such therapy, differing sharply in technique from directive therapy and psychoanalysis, does produce measurable alterations in the attitudes, self-concept, behavior, and personality structure of the client. (See also 21: 768).—R. E. Perl (New York, N. Y.).

787. Rosenberg, E. An unusual neurosis following head injury. *Int. J. Psycho-Anal.*, 1946, 27, 37-45.—Presented are the detailed findings of the first 7 weeks of the analysis of a young man with an obsessional neurosis which developed subsequent to a postconcussion condition and which was marked by severe paranoid features related to an intense transference situation early in the analysis.—M. H. Erickson (Wayne County Gen. Hosp. & Infir.).

788. Roth, N. Some problems in narcolepsy: with a case report. *Bull. Menninger Clin.*, 1946, 10, 160-170.—The syndrome of narcolepsy is characterized by periods of diurnal sleep and of flaccid paralysis, the latter usually induced by emotional experiences. Authorities disagree concerning the relationship of narcolepsy to the convulsive disorders and the importance of emotional factors in its pathogenesis. In the present case of a 36-year-old woman, the diagnosis of narcolepsy and cataplexy with inhibited personality was made. The pathogenesis was attributed to the emotional conflicts of the patient. The psychologic processes had their neurophysiologic counterparts, as shown in the electroencephalographic record and in the clinical symptoms. This appears to be the only case on record in which a petit mal pattern occurred in the cortical cerebral dis-

charges. 33 references.—*W. A. Varvel* (Texas A. & M.).

789. Rothstein, M. G. Individual personality factors in illness. *J. soc. Casework*, 1946, 27, 313-320.—Case studies of 2 patients suffering from organic disease with emotional manifestations are presented with special emphasis on the casework techniques involved in their treatment.—*V. M. Stark* (Jersey City, N. J.).

790. Schless, B. Achieving maximum adjustment in chronic illness. *J. soc. Casework*, 1946, 27, 320-325.—Discussion of patients with chronic illness points up the significance of individualized knowledge of the patient and its direction toward helping him to achieve the optimum use of himself in relation to his environment. The medical social worker's activity should be geared to handling the specific problems that being ill creates.—*V. M. Stark* (Jersey City, N. J.).

791. Schneider, H. Hölderlin's "Hälfte des Lebens." (Hölderlin's "Hälfte des Lebens.") *Msch. Psychiat. Neurol.*, 1946, 111, 292-301.—By means of an existential analysis of the Binswanger type, the author seeks in the poem *Hälfte des Lebens*, written by Hölderlin at the commencement of the poet's schizophrenia, to show to what point these verses express a process of dissolution of the world at the loss of love. Although the poem does not exhibit symptoms belonging to the clinical aspect of schizophrenia, it throws light upon the poet's mode of being schizophrenic. Summaries in English and French.—*F. C. Sumner* (Howard).

792. Schneider, K. Beiträge zur Psychiatrie: Pathopsychologie der Gefühle und Triebe im Grundriss. Abnorme Erlebnisreaktionen. Psychiatrischer Befund und psychiatrische Diagnose. (Contributions in the field of psychiatry: An outline-pathopsychology of feelings and instincts. Reactions of abnormal emotional experiences. Psychiatric status and psychiatric diagnosis.) (1946; Publ. Bd. No. 39512.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 70. \$2.00, microfilm; \$5.00, photostat.—This booklet contains 3 papers of which only the second is new. The other 2 are slight revisions of earlier publications. Whereas in the first paper abnormal feelings and sensations are presented in general, the second contribution gives a special clinical pathopsychology of feeling. Numerous psychopathic and psychotic reactions are described in order to introduce and explain the technical terms. The third paper attempts to base the differential diagnosis of psychoses, especially that of schizophrenia and cyclothymia (manic-depressive psychosis), on the knowledge of pathopsychology.—(Courtesy *Bibl. scient. industr. Rep., U. S. Dep. Commerce*).

793. Sells, W. Social factors in the cases of ten post-partum schizophrenics. *Smith Coll. Stud. soc. Work*, 1946, 17, 113-114.—Abstract of thesis.

794. Spiegel, E. A. [Ed.] Progress in neurology and psychiatry; an annual review, 1944-45. Vol. 1. New York: Grune & Stratton, 1946. Pp. xi + 708. \$8.00.—A survey of the literature on the various clinical aspects of neurology and psychiatry from December, 1944, to December, 1945, supplemented by critical surveys of the basic theoretical foundations, constitutes this symposium of 39 chapters by a total of 53 authors specializing in their fields, and is intended to be the first volume of such an annual survey. The range of topics includes among others: neuroanatomy, brain physiology, endocrinology, antibiotics in relation to the central nervous system, clinical neurology and psychiatry of all types, projective techniques, shock therapy, psychosurgery, group psychotherapy, hypnosis, and psychoanalysis. Each chapter has a selected bibliography, ranging from 12 references for the chapter on "Child Psychiatry" to 728 for the chapter "Pharmacology of the Nervous System." For individual chapter contributions see 21: 681, 682, 685, 686, 689, 701, 709, 726, 756, 795, 809.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infirm.).

795. Spiegel, J. P., & Grinker, R. R. War neuroses. In *Spiegel, E. A., Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 579-596.—Progress in war neuroses has concentrated on a clear delineation of clinical states, a precise formulation of the most important etiological factors and the underlying psychodynamics, and the development of shorter and more effective therapeutic methods. 39-item bibliography.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infirm.).

796. Strecker, E. A. Their mothers' sons; the psychiatrist examines an American problem. Philadelphia: Lippincott, 1946. Pp. 220. \$2.75.—The author's extensive experience as civilian and army psychiatrist has led him to believe that the high incidence of neuropsychiatric disorders in the United States (e.g. nearly 20% of men of draft age) is largely the result of immaturity. In the vast majority of cases, he believes this to be the fault of an American "mom." The term "mom" refers to the mother (and occasional father) who, consciously or unconsciously, prevents a child from growing up. Mom types, what makes a mom, and many possible effects of mom behavior upon children, including such serious disorders as alcoholism and homosexuality, are discussed. Final chapters point out a better way for rearing children and what a mom can do about it.—*J. S. Fulcher* (Brown).

797. Tancredi, F. Personalidades psicopáticas (o problema da simulação). (Psychopathic personalities; the problem of simulation.) *Impr. méd., Rio de J.*, 1945, 21, No. 381, 72-76.—The psychiatrist in examining conscripts with a view towards their rejection or acceptance for military service is faced with two difficulties: that of differentiating psychopathy from simulation and that of determining which types of psychopaths may prove an asset or a liability to the morale of the armed forces. Despite partial successes claimed for the electroencephalographic and Rorschach methods there appears to exist no sure way of differentiating

psychopathy from simulation other than by prolonged and careful observation. Simulators seeking primarily to escape military obligations are for the most part abnormal individuals. What makes the problem of differential diagnosis so difficult is that simulators simulate psychopathy most of all, neurosis to some extent, and organic psychosis least of all.—*F. C. Sumner* (Howard).

798. Thorner, H. A. The treatment of psycho-neurosis in the British Army. *Int. J. Psycho-Anal.*, 1946, 27, 52-59.—The types of neurotics, the precipitating conditions, the relationships to civilian neuroses, and details of handling and the importance of "manipulative psychotherapy" are discussed.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infir.).

799. Thornton, N. Problems in abnormal behaviour. Philadelphia: Blakiston, 1946. Pp. x + 244. \$2.00.—A book for the layman interested in Freudian and abnormal psychology. Psychic functions and psychopathology of everyday life are presented from the Freudian viewpoint, but alternate views of European psychologists are presented on questions of sexual impulse, neurosis, and dream interpretation. The author favors the view that homosexuality is inherent rather than psychogenic and that epilepsy is usually related to sex repression. Psychoanalytic therapy is clearly portrayed, and the value of briefer methods of narcoanalysis and hypnoanalysis is suggested.—*C. M. Harsh* (Nebraska).

800. Truex, E. H., Jr. Psychogenic deafness. *Conn. med. J.*, 1946, 10, 907-915.—A study of functional or hysterical deafness in 4,000 soldiers with handicapping degrees of hearing loss is reported. The treatment consists of purging the subconscious, thereby bringing to surface the causal factors, removal of conversion symptoms through suggestion, and developing the patient's insight into the causal relationship of his deafness. The ease with which this insight is established depends on the duration and severity of the determinants and on intelligence and education of the subject. Results of treatment for psychogenic deafness were 69% symptomatic cures, 20% improved, and 11% unchanged. Four sample cases are presented.—*F. C. Sumner* (Howard).

801. Witmer, H. L. [Ed.] Psychiatric interviews with children. New York: Commonwealth Fund, 1946. Pp. vii + 443. \$4.50.—Detailed treatment program histories of 10 children exhibiting personality problems illustrate the specific techniques used by 8 specialists in child psychotherapy. The therapists who contributed the histories are: Frederick H. Allen, Phyllis Blanchard, Lydia N. G. Dawes, Hyman S. Lippman, Martha W. MacDonald, H. B. Moyle, Beata Rank, and Robert A. Young. In 3 introductory chapters the editor discusses the nature of child guidance, the problem of diagnostic categories in child guidance, and the dynamics of the therapeutic relationship.—*C. M. Louttit* (Sampson).

802. Wolff, H. G. Headache mechanisms. *McGill med. J.*, 1946, 15, 127-169.—Of 10,000 unselected men between ages 18 and 38 examined for military service in World War II, the commonest complaint requiring the attention of a physician is headache (8% had frequent severe headaches). Fifty per cent of men found after induction to be temperamentally unfitted for war complained of headache. While pain is always an indication that "something is wrong," the vast majority of headaches do not stem from brain pathology, but rather from afferent impulses originating in physical and chemical changes in the brain coverings, from emotional tension, and from fatigue, particularly of the eye-muscles, and toxic effects of such fatigue.—*F. C. Sumner* (Howard).

803. Young, H. M. Community adjustment of involutional melancholia patients. *Smith Coll. Stud. soc. Work*, 1946, 17, 114-115.—Abstract of thesis.

804. Zutt, J. Zur gegenwärtigen Zunahme des Morphinismus. (The present increase in morphine addiction.) *Ärztl. Wschr.*, 1946, 1, 59.—A decrease in the orderliness of life and greater availability of the drug have caused an increase in morphine addiction after this war as well as after the previous one. In comparison with the excessive use of alcohol, however, this increase is not significant in Germany. Institutional treatment for from 3 to 6 months or more and psychotherapy seem to be the least traumatic for the patient, though a variety of withdrawal symptoms may be expected. Quite important factors in the treatment are the dissolution of personal and social conflicts, follow-up contacts, individualized treatment, and insight on the part of the patients. Case histories are given to show how supervised moderate usage need not involve decreased performance, and how withdrawal may be successful, even in old age and after long abuse, provided kidney functions have remained normal. One should not be too severe with those unusual cases who become re-addicted frequently, because their families are likely to be largely to blame for the patients' inability to resist.—*J. Deussen* (Plankstadt).

[See also abstracts 697, 811, 847, 871, 881, 931, 932, 942, 956, 957.]

PERSONALITY AND CHARACTER

805. Agoston, T. Some psychological aspects of prostitution: the pseudopersonality—an addendum. *Int. J. Psycho-Anal.*, 1946, 27, 59.—A 10-item bibliography. (See also 20: 1149.)—*M. H. Erickson* (Wayne County Gen. Hosp. & Infir.).

806. Bradway, K. P., Lion, E. G., & Corrigan, H. The use of the Rorschach in a psychiatric study of promiscuous girls. *Rorschach Res. Exch.*, 1946, 10, 105-110.—Results of analysis of the Rorschach protocols of 26 promiscuous girls who were voluntary out-patients in a venereal disease clinic with an associated psychiatric department are given. Sub-

jects were white, with a median age of 20, a median IQ of 103, and not psychiatrically ill. The Rorschach method was found to be very valuable in studying the etiology and the treatability of personality difficulties related to promiscuity. It proved of great assistance where there was lack of co-operation in the interview situation, and where presenting symptoms related to the immediate situation masked the basic personality structure. Preliminary clinical impressions were confirmed, and important doubts were thrown on popular conceptions concerning causes of promiscuity. Several Rorschach "signs" were isolated which were found to be of prognostic value for psychiatric treatment.—*E. M. L. Burchard* (Vet. Adm. Ment. Hyg. Clin.).

807. Ford, M. The application of the Rorschach test to young children. *Univ. Minn. Child Welf. Monogr.*, 1946, No. 23. Pp. xii + 114.—The Rorschach test was administered to 123 nursery- and elementary-school children ranging in age from 3-0 to 7-11. Approximately equal numbers of boys and girls were tested at each 6-month interval. The subjects formed a highly homogeneous group, superior in intelligence and from the upper socio-economic stratum. Extensive inter-test, inter-age, and inter-sex comparisons were computed. It was found that the Rorschach test, with slight modifications, was applicable to children as young as 3 years, but that more adequate norms in terms of half-year intervals are needed for maximum efficiency in scoring and interpretation. Test-retest reliability coefficients were comparable to those reported for older subjects. The validity of several response categories as measures of intelligence, introversion-extroversion, and degree of emotional stability was substantiated by comparisons with teachers' ratings and standardized test results. No sex differences in mean number or mean percentage of occurrences were found; however, boys tended to give movement responses earlier than girls, with the reverse tendency for color responses. Suggestions for further research in this field are given. 154-item bibliography.—*E. M. L. Burchard* (Vet. Adm. Ment. Hyg. Clin.).

808. Gustav, A. Estimation of Rorschach scoring categories by means of an objective inventory. *J. Psychol.*, 1946, 22, 253-260.—One hundred and thirty female college students were tested in "an attempt to discover a technique of estimating individual Rorschach scoring categories by means of an objective inventory. First, an objective personality inventory was constructed on the basis of relationships established between scoring categories of the individual form of the Rorschach and items on several standard personality scales. Then through item analysis of the personality inventory a system of scoring was devised, by means of which correlations were obtained between the objective personality inventory and various Rorschach scoring categories, with the following results: 1. Scores on the objective personality inventory significantly estimated the following Rorschach scoring categories

for female college students: *W%*, *D%*, *Fc*, *H*, *FM*, and ΣC . 2. It is suggested that an objective inventory capable of estimating various Rorschach scoring categories has potential clinical applications, particularly as a screening technique for large scale use." —*R. B. Ammons* (Denver).

809. Halpern, F. The Rorschach test and other projective techniques. In *Spiegel, E. A., Progress in neurology and psychiatry*. New York: Grune & Stratton, 1946. Pp. 615-624.—The role of projective techniques which take into account the total personality structure rather than isolated traits and which encourage the subject to disclose his customary way of organizing experiences is emphasized as a most revealing method of studying personality structure and functioning. 39-item bibliography.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infir.).

810. Harms, E. The psychology of formal creativeness: I. Six fundamental types of formal expression. *J. genet. Psychol.*, 1946, 69, 97-120.—A research project (see 15: 4039) for the development of a method of testing for abnormal trends called for the production by each individual of a line analysis for each of a series of words. Analysis of several thousand records showed that productions could be analyzed into 6 types: monographical, cursive, pictographical, script, spatial, and final. Two complete records illustrating each type are reproduced. Characteristics of neurotic forms are discussed, and statistics are given on the incidence of the various types.—*R. B. Ammons* (Denver).

811. Hill, J. M. Nailbiting; incidence, allied personality traits and military significance. *Amer. J. Psychiat.*, 1946, 103, 185-187.—Study of the personalities, combat reactions, and frequency of nailbiting of a group of 100 patients, evacuated to a naval hospital, indicated that nailbiters are generally less valuable for combat. The most poorly adjusted of the nail-biting group are characterized by the following: (1) unhappy child-parent relationship, (2) multiple early neurotic traits, (3) irritable and explosive tempers, (4) weeping and trembling when in anger, (5) relative infrequency of fist-fighting in early life, and (6) emotional disturbance with respect to killing in combat.—*R. D. Weits* (Jersey City, N. J.).

812. Holt, R. B. Level of aspiration: ambition or defense? *J. exp. Psychol.*, 1946, 36, 398-416.—"Levels of aspiration were obtained from 168 undergraduates who were about to take examinations in college courses. Some Ss were asked for expectations, others for goals. . . . Partial correlations between aspirations and examination grades were computed, with past level of attainment held constant. Results were as follows: 1. In the present group of Ss, no correlation between aspiration and achievement existed, when past level of achievement was partialled out. 2. This lack of relationship was equally true whether aspirations were obtained in terms of goals or expectations, and whether the examinations were in psychology or in physics. 3.

Evidence from written comments made by part of one group of *Ss* indicates that the more aspirations diverge from realistic predictions, the more defensive the behavior of the *S* becomes. 4. D-scores based on goals were significantly larger than D-scores based upon expectations; D-scores of the male and of the female students also differed significantly. Results were reconciled with other experimental findings in terms of a hypothetical curvilinear relation between degree of ego-involvement and the degree of correlation between aspiration and achievement."—D. W. Taylor (Stanford).

813. Kasanin, J. S., Rhode, C., & Wertheimer, E. Observations from a veterans' clinic on childhood factors in military adjustment. *Amer. J. Orthopsychiat.*, 1946, 16, 640-659.—This is a comparative study of 20 veterans who were discharged during the war (clinic series) and 20 who were discharged on points after the war (control series). There appeared to be a notable difference in the way in which the 2 groups described their childhood, due either to actual differences in childhood or to the description being a function of the neurosis. In contrast to the clinic group, the control group showed strong family loyalties, an idealization of the father, an affectionate relationship with the mother, and a great deal of family activity and contact with relatives.—R. E. Perl (New York, N. Y.).

814. Rapaport, D., Schafer, R., & Gill, M. Manual of diagnostic testing. II. Diagnostic testing of personality and ideational content. *Publ. Josiah Macy Jr Found., Rev. Ser.*, 1946, 3, No. 1. Pp. 100. \$0.75.—The Word Association Test, the Rorschach Test, and the Thematic Apperception Test are discussed. In the first two, reference is made to extensive statistical analysis of the authors' research records. With respect to the Thematic Apperception Test the authors recount their clinical experience with it, pointing up its qualitative diagnostic indicators. Discussion of the tests is preceded by consideration of the general nature of the tests and the concepts underlying "projective" procedures. (See also 19: 3195.)—R. D. Weitz (Jersey City, N. J.).

815. Reilly, M. G., & Young, R. A. Agency-initiated treatment of a potentially delinquent boy. *Amer. J. Orthopsychiat.*, 1946, 16, 697-706.—A case is presented of agency-initiated service given by a nurse under the aegis of the Cambridge-Somerville Youth Study. It describes how a forthright approach to both practical and emotional problems helped a dull normal boy develop from a puny, failing school child who suffered from social ostracism to a healthy adequate youth who served in the war and planned realistically for his future.—R. E. Perl (New York, N. Y.).

816. Roe, A. Painting and personality. *Rorschach Res. Exch.*, 1946, 10, 86-100.—As part of a larger study on the influence of alcohol on creative artists, Rorschach and Thematic Apperception tests were administered to 20 male painters, average age 51, living in or near New York City. All were successful and of widely-recognized high artistic

rank. The Rorschach was easily accepted and enjoyed by most subjects, but the TAT was less successful because of unanimously derogatory comments on the quality of the pictures. This paper is concerned with 2 problems: (1) personality structure of painters and (2) relationships between personality and painting performance. Analysis of test protocols revealed no central themes but a great variety of personality pictures and a wide range of adjustment levels. Furthermore, blind analysis failed to reveal any reliable criteria of "creativity." "Although both the Rorschach and TAT proved of great value in understanding the individual artist and the meaning his work has for him, they are inadequate gauges of the presence of the sort of creative ability which is needed to become a successful painter in our society."—E. M. L. Burchard (Vet. Adm. Ment. Hyg. Clin.).

817. Roe, A. The personality of artists. *Educ. psychol. Measmt.*, 1946, 6, 401-408.—The personality of 20 leading American male painters was studied by interview, examination of the artists' work, and use of the Rorschach and Thematic Apperception Tests. The general results of the 2 tests are discussed.—S. Wapner (Brooklyn).

818. Sanford, R. N., Conrad, H. S., & Franck, K. Psychological determinants of optimism regarding consequences of the war. *J. Psychol.*, 1946, 22, 207-235.—"The principal purpose of the study is to discover the personality-correlates of optimism, as measured by the war-consequences (W.C.) scale. The data were collected during September, 1942, from 84 men and 119 women in summer-term courses at the University of California." Personality trends were estimated from answers to a questionnaire. "A higher degree of W.C.-optimism was found among individuals (a) whose status and success were sufficient to prevent excessive skepticism; (b) whose responses were 'adjusted'—in the sense that they make it a point to conform; (c) who have accepted and feel secure in their sex rôle; (d) who fear inner conflict more than external frustrations; (e) who have moderate attitudes toward religion; and (f) whose family relations have been such as to develop feelings of security and to favor personality integration."—R. B. Ammons (Denver).

819. Wheatley, L. A., & Sumner, F. C. Measurement of neurotic tendency in Negro students of music. *J. Psychol.*, 1946, 22, 247-252.—Eighty-one women and 19 men students at the Howard University School of Music took the Bernreuter Personality Inventory and Otis Self-Administering Test of Mental Ability and filled out the Simms Score Card for Socio-economic Status. Results were available for 75 of these students for the Allport-Vernon Study of Values. It is concluded that in terms of mean "neurotic" scores, these students were essentially normal. The most neurotic tended to have lower socioeconomic status, higher test intelligence, and were more aesthetically minded. The order of choice for the group of predominantly female students of the 6 Allport-Vernon values was

from first to last: religious, social, aesthetic, political, theoretic, and economic. This shows close conformity to the norms for white women.—R. B. Ammons (Denver).

[See also abstract 857.]

GENERAL SOCIAL PROCESSES

(incl. Aesthetics)

820. Adams, C. R. Factors underlying family instability. *Marriage & Family Living*, 1946, 8, 85-86.—After listing symptoms of family instability, present and future trends, and 15 causal factors, the author submits a long-range program to stabilize the family which he bases upon this assumption: "Success in human relationships grows out of three things: *Opportunity* to learn how to play and work and live with others; *guidance* in developing effective attitudes toward, and ways of playing, working, and living with others; *success* (reward or favorable conditioning) to facilitate the learning process and stamp in these attitudes and ways." The program includes: the formation of a Federal Department of Family Security, establishment of counseling clinics and agencies on family programs, modernization of our educational system, enlistment of community organizations, passage of a uniform National Marriage and Divorce Act, federal legislation providing for security from marriage to death, encouragement of planned parenthood, and development of a public relations program. Specific proposals are made under each of these general propositions.—L. H. McCabe (Cambridge, Mass.).

821. Alexander, F. Mental hygiene in the atomic age. *Ment. Hyg., N. Y.*, 1946, 30, 529-544.—Man invented the tool to make things easier for himself; now he has used it "to debase himself to a button-pushing automaton whose last act will be to push the button that will exterminate him." Human effort replaced by mechanical devices must find socially useful outlets not only in industrial and agricultural production, but in all the services which increase not material welfare but knowledge, which improve health, and make life richer, more enjoyable and meaningful. Education must stress social living, liberal arts, and the merits of aesthetic appreciation and creative expression. The cultural lag between new technical conditions and old emotional patterns must be abolished. Emotional reorientation is not the task of psychiatry but of the family, the church, and the school.—W. L. Wilkins (Notre Dame).

822. César, E. P. Aspecto psicológico e profilaxia da guerra de nervos. (Psychological aspect and prophylaxis of a war of nerves.) *Impr. méd., Rio de J.*, 1945, 21, No. 381, 69-71.—Psychological warfare, i.e. use of means for influencing psychologically the enemy, goes back to remote antiquity. The savage used tattooing, horrifying black paint, and instruments producing monotonous sounds capable of increasing emotional tension as well as of unleashing panic. In our times psychological warfare has merely taken on a more technical character.

Veritable ministries are created to take charge of preparing psychological warfare which on the one hand would rout the enemy and on the other exalt one's own nation's values, material or moral, focalizing ideas, galvanizing a national opinion, attracting thereby a collective libido. The essential objectives of a war of nerves are: to prepare a demoralizing emotional tension in the enemy; to corrupt confidence in their leaders and in their political and social ideologies; and to disunite the moral bases of their political and military organizations. In every collective organization the individual loses his significance. Individuals can be organized into collectivities (1) of a sporadic kind in which instinct momentarily binds, or (2) of a relatively more permanent, more solidly structured kind in which an ideological tie unites, polarizes, and tends to make the individual jealously strive to identify himself with the collective super-ego. Contrary to what is seen in sporadic organizations where personal danger and sacrifice lead to a crack-up of organization, here bombardment and atrocious suffering are borne with fortitude in behalf of the national super-ego.—F. C. Sumner (Howard).

823. Dreisoerner, C. The psychology of liturgical music. Kirkwood, Mo.: Maryhurst Press, 1945. Pp. 166. \$1.75.—The title is defined as "a study of the active and passive relations of human persons to liturgical music." The methodology used is called synthetic. It consists in making certain postulates, in attempting to classify the mental phenomena which appear with church music, and in seeking the empirical conditions that give rise to these phenomena. Suggestions are given for making the music more effective. The worker in psychological aesthetics will be most interested in chapter 4, where melody, rhythm, timbre, harmony, and the like are considered. 77-item bibliography—P. R. Farnsworth (Stanford).

824. Fleandt, K. v. Yhteisöelämästä kansanopiston luontoisilla opetuskursseilla; kasvatuspsykologinen tutkimus itä-karjalan nuorisosta. (Social life at a boarding-school of the people's college-type in Finland; a pedagogic-psychological study concerning East-Carelian youth). *Acta Acad. paedag. jyväskylä.*, 1946, No. 2. Pp. 159.—Observations of social relations were made on a group of 38 adolescent pupils—20 boys and 18 girls—in a State Agricultural College. Friendship relations developed through 4 stages, viz., former acquaintances, roommates, members of the opposite sex, and finally to persons outside of the immediate room circle. These 4 stages could also be seen in classroom seating where free choice was allowed. Two sociometric inquiries—naming best friend and ranking mates from first to last choice for leader—produced patterns further confirming the 4 stages. Leadership rankings made during the second and eighth weeks correlated .76 for boys and .81 for girls. 31 references.—C. M. Louitt (Sampson).

825. Goodenough, F. L. Semantic choice and personality structure. *Science*, 1946, 104, 451-456.—

A free word association scale consisting of over 200 homographs (words which are identical in their written form but have different origins and consequently different meanings) was given to populations of high school and college students, WAAC officer candidates and enlisted personnel, and divorced women. The responses, when categorized according to the different meanings of the words used as stimuli, can be used as a masculinity-femininity index; when the active form of the verb is given as a response, the weighting for masculinity or femininity is greater than when participial or past tense endings are given. The results indicate that leadership qualities in women are revealed by the responses of WAAC officer candidates when compared with the responses of the enlisted personnel and that marked nonconformity with the responses characteristic of one's sex is associated with personal unhappiness or social difficulties, except in the cases where it is found that some divorced women have the highest femininity scores.—F. A. Mote (Wisconsin).

826. Goodman, M. E. Evidence concerning the genesis of interracial attitudes. *Amer. Anthropol.*, 1946, 48, 624-630.—White and Negro children of a Boston nursery school were studied with reference to racial self-identification and distinction in socio-cultural patterns with reference to race. Negroes made fewer identifications of themselves in dolls than whites and showed aesthetic preferences for white characteristics. Though more than half of all children distinguished dolls on the basis of color, children at this age did not consider color a bar to social intercourse. Children with considerable personal tension tended to utilize the racial channels as a basis of aggression.—L. M. Hanks, Jr. (Bennington).

827. Henry, J. Initial reactions to the Americans in Japan. *J. soc. Issues*, 1946, 2, No. 3, 19-25.—Japanese friendliness to the conquerors is to be accounted for by the deprivations in the homeland during the war. Excepting the emperor, they blamed their leaders for their plight. A short period of fright at the prospect of American occupation was followed by general willingness to co-operate, since resistance was useless. Officials and Zaibatsu looked to America for the resuscitation of the nation. Continued friendliness depends on the speed of re-establishment of the economy, satisfactory interpersonal relations with the occupation forces, and defining of democratic goals by the populace.—L. M. Hanks, Jr. (Bennington).

828. Knapp, P. The attitudes of Negro unmarried mothers toward illegitimacy. *Smith Coll. Stud. soc. Work*, 1946, 17, 153-154.—Abstract of thesis.

829. Knupfer, G. Indices of socio-economic status; a study of some problems of measurement. New York: Diss., Columbia University, 1946. Pp. 193.—Socioeconomic scales and multiple factor indices of socioeconomic status are discussed, with considerable evaluation of the work of F. S. Chapin

in this field. General status is an undefined notion. The purpose of socioeconomic status scales also lacks an adequate definition, and the validity of the scales for measuring various social phenomena cannot be tested. An impressionistic judgment of a person's status would be conceptually no vaguer than a scale, and, from available data, is just as highly correlated to the common factor of several different status indices. A given socioeconomic index is useful as a general stratification index. Factor analysis of 15 socioeconomic indices reveals that there is not one factor common to all, but that 2 factors, income and inherited status, account for intercorrelations. As an impressionistic rating, approximate rent is the best index of general status. Functionally, the choice of a general stratification index can be governed by the expediency of the particular research situation. Application of the "Lexis Ratio" shows that the qualitative elements in the Chapin Scale (1933) (see 8: 2172) deserve a greater weight than originally attributed to them. The direction which further research regarding socioeconomic status will take will depend on the purpose for which the index is intended. 115-item bibliography.—J. J. Kane (Sampson).

830. Kraus, W. H. The German resistance movement. *J. soc. Issues*, 1946, 2, No. 3, 50-69.—The maximum identification with national socialism was by the executive-managerial group, the minimum by the workers. Resistance members were recruited from military circles, the left and extreme right wing political groups, and the church. They worked in isolation, and as the war progressed came to view military defeat as the only hope for overthrow of the regime. Many felt repulsion for their roles of simulated conformers but saw no value in martyrdom. Patriotic sentiments caused some to co-operate with the regime, once the war began. After allied occupation anti-Nazis felt frustrated by the lack of encouragement given democratic political groups. Though there is a widespread desire to create a political unit opposed to oppressive types of government, widespread apathy, severe economic problems, the difficulty of denazification, and imminent dissolution of solidarity between political parties remain serious obstacles to political order.—L. M. Hanks, Jr. (Bennington).

831. Lansdell, Herbert. A study of distorted syllogistic reasoning as a means of discovering covert attitudes toward marriage. *Bull. Canad. psychol. Ass.*, 1946, 6, 98.—Abstract.

832. Meadows, P. The cultural organization of action. *Phil. Sci.*, 13, 332-338.—Human action is a function of the human being's tensions and goals. The day-to-day actions of a man are, however, organized for him by his group, and such culturalized acts bring new ways of satisfying human needs. On the other hand, there is cultural misorganization as well as cultural organization of human action. This results in the abuses of action, in the malappropriate ends or functions to which actions are put. For example, there seems to be no society without

escapist actions. Most of our disorganizations arise out of cultural misorganization; the sanity of the organism is destroyed by the madness of the culture. The experiences of the war may be called upon as witnesses; yet war only heightens peace-time tensions. This fact lends urgency to the plea for a cultural hygiene in order that the areas and routes of infection of modern social life may be isolated and treated.—*R. H. Dotterer* (Pennsylvania State College).

833. Mursell, J. L. **Psychology and the problem of the scale.** *Music. Quart.*, 1946, 32, 564-573.—The author makes 2 basic assumptions which he then considers in the light of the gestalt principle of *Prägnanz*. "Any scale is a construct of the social mind, a phenomenon of social agreement." "Any scale establishes . . . a tonality system—a pattern of relationships that do not depend upon convention or habit, but are the unalterable and inevitable consequences of the scale system itself."—*P. R. Farnsworth* (Stanford).

834. Peak, H. **Some psychological problems in the re-education of Germany.** *J. soc. Issues*, 1946, 2, No. 3, 26-38.—Factors in reeducation of the German populace toward democratic standards are considered. Punishment and deprivation resulting from aerial war, the Strategic Bombing Survey found, were important in disillusioning many with their leaders, fomenting distaste for continuation of the war, and at the same time drawing relatively little resentment toward the allies. Food shortages, however, may penalize most seriously the proletariat, which has been an anti-Nazi stronghold. Hard labor and imprisonment of leading Nazis is difficult because of varying criteria of selection for punishment and because punishment for half the population may strengthen resistance. An 8-point program is suggested for inculcating democratic attitudes by participation in co-operative satisfying of community ends. Democratic ideology must be divorced from nationalism and counter-propagandize Nazi ideology. Occupational troops must avoid reenforcing anti-Semitism and over-emphasis on efficiency.—*L. M. Hanks, Jr.* (Bennington).

835. Prevey, E. E. **Developing good habits in the use of money.** *J. Home Econ.*, 1946, 38, 79-81.—One hundred families from the upper socioeconomic level were studied to determine the methods by which the parents were trying to help their children develop wise money habits. "Earning experiences and opportunities to become acquainted with the family financial resources and expenditures appear to be especially valuable as childhood experiences. Companionship between parents and children, shared home responsibilities and privileges, a feeling of belonging to the family unit and of being partly responsible for its maintenance, play a highly significant role."—(Courtesy *Child Develpm. Abstr.*).

836. Sharpe, E. F. **From King Lear to The Tempest.** *Int. J. Psycho-Anal.*, 1946, 27, 19-30.—The author elaborates upon her postulate that *The Tempest* is the psychological sequence of *King Lear*

and that both plays are linked together in a cycle of inner experiences, a cycle which seems to be characteristic of creative artists. 9-item bibliography.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infir.).

837. Shils, E. A. **Social and psychological aspects of displacement and repatriation.** *J. soc. Issues*, 1946, 2, No. 3, 3-18.—Displaced persons were generally cut off from the affection of their families and with the resulting loss of self-esteem became withdrawn, cynical, suspicious, or hostile. They showed little enthusiasm for work under the Germans, lost their political identification, and frequently established sexual liaisons with German women. The occupying armies and UNRRA, despite attempts to provide bodily and intellectual nourishment, made little impression on these people. If remnants of their families could be found after repatriation, conflict was frequent, occupational skills often lost, and reaffirmation of political allegiance slow. Those unable to find their families remained foot-loose; those who refused to or cannot be repatriated have no stable position.—*L. M. Hanks, Jr.* (Bennington).

838. Siegel, M. **Effects of culture contact on the form of the family in a Guatemalan village.** *J. roy. anthropol. Inst.*, 1946, 72, 55-68.—The sketches of family life and court records in San Miguel Acatan presented in this paper point to "a profound degree of family instability in both the Ladino [whites] and the Indian groups. The effects of this instability vary for the two groups, especially in the situation of women and children. Among Ladino families, where parents maintain superficial relationships or none at all, children undergo severe hardships, in the absence of material provision for their welfare. Where the paternal bond is totally lacking, children live in a hand-to-mouth fashion. . . ." Indian children, on the other hand, are welcome in the extended family, and it is often difficult to distinguish native children who are the offspring of broken marriages from those who are living with their own parents, by their general behavior, physical appearance, or clothes. However, there is beginning to be felt a trend towards single family Indian households, which has considerable significance as an indication of the disintegration of ethnic and familial bonds.—(Courtesy *Child Develpm. Abstr.*).

839. Smith, M. **On the increase in homogeneity of attitudes during a sociology course: 2nd report.** *Sch. & Soc.*, 1946, 64, 223-225.—Changes in attitudes toward birth-control, communism, and war, as measured by the Thurstone tests, are reported for a number of classes in elementary sociology. For the most part, the classes show a decrease of homogeneity in attitudes toward war and communism, while in respect to birth-control there is evidence of a trend toward greater homogeneity. Increase in homogeneity is determined largely by changes in the attitudes of the extremists, with subjects most below the class average tending to change more than any other. There is need for more intensive study of

attitude extremists, especially along the line of determining whether or not they are aware of their deviation from the average, and to what extent they associate with other members of the class. (See also 20: 869).—R. C. Strassburger (St. Joseph's College for Women).

840. Spicer, E. H. The use of social scientists by the War Relocation Authority. *Appl. Anthropol.*, 1946, 6, No. 2, 16-36.—The Community Analysis section consisted of social scientists located in each of the relocation centers for Americans of Japanese ancestry. Constituted after the strike at Poston, Arizona in 1942 to advise the administration of attitudes and opinions of the evacuees, this technical staff subsequently reported on a variety of problems varying from causes of unrest to outlook on resettlement after the announcement of the closing of the camps. The chronicle of this section of the War Relocation Authority, showing how it influenced policy or modified the execution of an established policy is given in detailed narrative with documentation from the weekly reports.—L. M. Hanks, Jr. (Bennington).

841. Useem, J. Americans as governors of natives in the Pacific. *J. soc. Issues*, 1946, 2, No. 3, 39-49.—Governors of natives in Micronesia were selected because of honesty, executive ability, and social and professional eminence. They were indoctrinated in public administration and anthropology. These bases for selection and the indoctrination did not serve to prepare the officials to meet problems presented by native cultures. Better government of these areas would result if more attention were paid to temperamental and personality traits in the selection of governors.—L. M. Hanks, Jr. (Bennington).

[See also abstracts 663, 779, 796, 816, 817, 903, 948, 950.]

CRIME AND DELINQUENCY

842. Bovet, L. Le point de vue de psychiatrie dans l'application des mesures prévues par le droit pénal des mineurs. (The point of view of psychiatry in the application of the measures provided by the penal law for minors.) *Z. Kinderpsychiat.*, 1944, 11, 39-57.—At the 101st session of the Swiss Society of Psychiatry, the author presented a report on the subject, emphasizing the medical aspects of diagnosis, treatment, and prevention of juvenile delinquency. In a resolution, the assembly expressed a desire that qualified psychiatrists should be consulted in planning and executing the penal laws for minors, whether they be federal or regional. A program of the 8 most urgent tasks was outlined by Bovet and included in the resolution of the assembly. These tasks consisted of such points as creation of psychiatric child polyclinics, creation or enlargement of medico-pedagogical observation centers, etc.—R. Lassner (Training School, Vineland, N. J.).

843. Bromberg, W., & Rodgers, T. C. Authority in the treatment of delinquents. *Amer. J. Orthopsychiat.*, 1946, 16, 672-685.—The material for this paper derives from the study of about 100 male delinquents of late adolescence and early manhood who were serving sentences in a naval prison. A case report is included to illustrate the basic therapeutic principles in the use of authority as part of the treatment process. The therapist, officers, and guards must learn to realize their position as targets for the projection of infantile feelings against authority. Education of the guards is especially important, since reactions to sibling-authority conduct play an important role.—R. E. Perl (New York, N. Y.).

844. Cabot, P. S. de Q. [Comp.] Juvenile delinquency; a critical annotated bibliography. New York, H. W. Wilson, 1946. Pp. 166. \$3.75.—The 972 references included have been selected from an extensive literature between the years 1914 and 1944. Each entry has an abstract or extensive annotation. References have been included which contribute to research on, prevention of, and treatment of juvenile delinquency. The arrangement of entries is alphabetical by author, with an extensive subject index.—C. M. Louitt (Sampson).

845. Martin, H. G. Vocational guidance in a prison system. *Amer. Psychologist*, 1946, 1, 542-543.—A man committed to the Department of Correction in California is processed in one of two guidance centers for diagnostic study and vocational guidance. The "diagnostic study includes, besides the vocational diagnosis, an analysis of the man's educational status by the educational counselors through achievement test batteries, individual and group intelligence and personality tests . . . a social history . . . and a psychiatric analysis. . . . The results of the . . . tests are made available to the vocational counselor and are used along with the data collected by him in making vocational diagnosis." The sequence of procedures in the diagnosis and the framing of vocational plans are described.—N. R. Bartlett (Johns Hopkins).

846. Murphy, F. J., Shirley, M. M., & Witmer, H. L. The incidence of hidden delinquency. *Amer. J. Orthopsychiat.*, 1946, 16, 686-696.—From the Cambridge-Somerville Youth Study the authors have been able to arrive at some estimate of the amount of juvenile lawbreaking that is hidden from public view. Both official and unofficial delinquents commit numerous infractions which do not become a matter of official record, and there is much overlapping between the 2 groups.—R. E. Perl (New York, N. Y.).

847. Shotwell, A. M. A study of psychopathic delinquency. *Amer. J. ment. Def.*, 1946, 51, 57-62.—Twelve psychopathic delinquent girls are compared to 12 mentally defective girls from 8 different aspects. The most marked differences between the groups were: higher intelligence rating of the psychopaths; earlier age of first delinquency and longer history of delinquency in the psychopaths; and the possibly greater tendency of the psychopaths to engage in sex acts with other girls. The need for clarification

of the term "defective or psychopathic delinquent" is discussed.—*L. LeShan* (Clark).

848. Steinberg, S. The rehabilitation of delinquents in the Army. *Ment. Hyg. Surv.*, 1946, 8, No. 12, 2-8.—For 24,327 military delinquents, convicted by General Court Martial and subsequently placed under confinement with the possibility of dishonorable discharge, the chief offenses of a purely military nature are in order of frequency: (1) AWOL; (2) desertion; (3) discreditable conduct towards a superior officer; (4) violation of arrest or confinement, and (5) misbehavior while on sentinel duty. The most frequent types of civil offenses are: (1) larceny; (2) assault; (3) forgery; (4) frauds against the Government. The convicted men spend 30 days in a rehabilitation center where a program of clinical study and individual and group therapy is carried on for the purpose of rehabilitating as many men as possible. At the end of the period a Classification Board decides whether the prisoner has shown promise of successful adjustment. If he has they order him to further rehabilitation training; if he has not they order him to a disciplinary barracks.—*F. C. Sumner* (Howard).

[See also abstracts 806, 956, 957.]

INDUSTRIAL AND PERSONNEL PROBLEMS

849. Chapple, E. D., & Wright, E. F. How to supervise people in industry; a guide for supervisors on how to understand people and control their behavior. Deep River, Conn.: National Foremen's Institute, 1946. Pp. 123. \$2.50.—In large measure the success of an industrial department depends upon how well the foreman can deal with his employees and employers. This book discusses for the foreman the psychological nature of his job, how production methods affect human relations, and specific methods for the effective handling of people.—*C. M. Louitt* (Sampson).

850. Clarke, F. R. Labor turnover. *Bull. Canad. psychol. Ass.*, 1946, 6, 88.—Abstract.

851. Coermann, R. Lärmeinwirkung im Flugzeug (Influence of noise in aircraft). (Dtsch. Luftforsch. ForschBer. No. 1102, 1939; Publ. Bd. No. 37299.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 64. \$2.00 microfilm; \$5.00, photostat.—This report of the "Deutsche Versuchsanstalt für Luftfahrt, E. V." is concerned with the effect of aircraft noise on the physical and psychological operational efficiency of aircraft personnel. Known physiological reactions have been summarized, and the reduction in labor efficiency because of the influence of noise is indicated. Directions are given for the prevention of noise injuries and for further research of the noise problem.—Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce.

852. Collins, O., Dalton, M., & Roy D. Restriction of output and social cleavage in industry. *Appl. Anthropol.*, 1946, 5, No. 3, 1-14.—In 3 factories near Chicago output restriction is seen as an aspect

of labor's hostility toward management's establishment of pay rates. While management acts on the theory of economic incentives, labor solidifies itself by common attitude toward output restriction and "rate busting," together with an ethic favoring group cooperation. Nonconforming workers are coerced by social rejection and being deprived of techniques enabling them to increase their take-home pay. These non-conformists tend to be predominantly of rural background, mixed American stock, and in attitudes antiunion and anti-New Deal. Most workers are seeking group security after renouncing the ideals of upward social mobility as personally unattainable.—*L. M. Hanks, Jr.* (Bennington).

853. Evans, C. E. The consulting psychologist in industry. *Amer. J. Orthopsychiat.*, 1946, 16, 623-630.—The future prospects of the consulting psychologist in industry would appear to be good, providing he can demonstrate sufficient flexibility to meet industrial needs. The highly competitive nature of industry does not permit psychologists to work in abstract planes. Instead they must be available for consultation on a wide variety of problems.—*R. E. Perl* (New York, N. Y.).

854. Fiske, D. W. Naval aviation psychology: III. The special services group. *Amer. Psychologist*, 1946, 1, 544-548.—Various activities in selection and classification and in training carried on by the special services group are outlined. (See also 20: 887; 2044).—*N. R. Bartlett* (Johns Hopkins).

855. Freeman, A. G. Negro personnel counselors. *Personnel J.*, 1946, 25, 215-217.—Negro personnel counselors have been found useful in helping to increase the efficiency and production of Negro workers in industry.—*M. B. Mitchell* (Vet. Adm. Ment. Hyg. Clin.).

856. Hass, G. M. The effects of aircraft accidents upon the future performance of flying personnel. *J. Aviat. Med.*, 1946, 17, 419-425.—The author discusses in a general way some of the psychogenic symptoms encountered in flying personnel who have been involved in aircraft accidents. He also raises the question of criteria for deciding whether injured personnel are fit to fly again.—*A. Chapanis* (Johns Hopkins).

857. Hildreth, H. M. A scale for measuring psychological changes during military service. *Educ. psychol. Measmt.*, 1946, 6, 391-399.—A scale for measuring psychological change as a result of military experience is described. Scoring, validity, reliability, clinical findings, and nonmilitary applications of the psychological-change scale are discussed.—*S. Wapner* (Brooklyn).

858. Hunter, W. S. Psychology in the war. *Amer. Psychologist*, 1946, 1, 479-492.—Applications of psychological methods to military problems are reviewed, with illustrative examples in the fields of vision, fire control, communications, and selection and training. In his conclusion, the author lists 4 general psychological activities which should be

continued by the Services.—*N. R. Bartlett* (Johns Hopkins).

859. **Kaiser Wilhelm Institut für Arbeitsphysiologie, Dortmund. Arbeitsprogramm des Institutes.** (Program of activities, organization, and personnel of the institute.) (1945; Publ. Bd. No. 23273.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 12. \$0.50, microfilm; \$1.00, photostat.—A comprehensive program is outlined, including experimental and observational studies based on calorimetry, diet experiments, studies of relation of nutrition to type of work, chemistry of muscle, study of sensory-motor co-ordination, etc. and statistical and observational treatment of influence of age, sex, environment (including temperature, humidity, etc.), stimulants, working space, and psychobiotic factors, on human efficiency. This review is presented in connection with a petition to the Occupation Army for permission to continue the work of the institute. Partly in German.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

860. **Kraft, M. A., Royster, R. F., & Cleeton, G. U. Selection and employment of transit operating personnel.** New York: American Transit Association, 1946. Pp. 51.—This manual presents a job analysis of the duties and responsibilities of transit operating personnel, and describes a 10 step procedure for selecting candidates for training and employment. The procedures include 4 tests—mental ability, visual skills, personal reactions, and motor ability—for which special instruments have been developed, adapted to the requirements of the transit industry.—*C. M. Louttit* (Sampson).

861. **Madelung, G. Entlastung der Menschen und volle Auslastung der Maschinen durch rhythmischen Schichtwechsel.** (Relieving the burden of individuals and full utilization of machines by means of rhythmical change of shift.) (1944; Publ. Bd. No. 39057.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 23. \$1.00, microfilm; \$2.00, photostat.—This report contains a lecture given before the German Labor Front at Lochenheim. The author suggests a number of ways of dividing the work week by means of frequent changes of shifts and length of work days in order to give the individual more time for recreation and to obtain the maximum production from machines.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

862. **Maskin, M. Something about a soldier.** *Psychiatry*, 1946, 9, 187-191.—The importance of individuality in the meeting of one's tasks as a soldier and one's burdens as a person has been overlooked in the effort to oversimplify the military psychiatric problems experienced during the war. The essential considerations in formulating adequately both civilian and military aspects of the problem of transforming civilians into soldiers may be reduced to, first, "the soldier's capacity to surrender a habit, and, second, the number and type of habit changes required. The capacity to relinquish habits is, in turn, a function of an inherent variation in appetite intensity and of personality flexibility,

implying a life history which did not destroy this capacity by excessive bridling. The quantity of habit alteration is directly correlated with the type of army assignment. . . . Training, from this perspective, would dispense with parades, drill, marches. It would consist of practical combat exercises with constant emphasis on small unit leadership and co-ordination, with each man trained to assume any other function including leadership."—*M. H. Erickson* (Wayne County Gen. Hosp. & Infir.).

863. **Mayo, E. The human problems of an industrial civilization.** (2nd ed.) Boston: Harvard University Graduate School of Business Administration, 1946. Pp. 194. \$2.00.—This is the second issue of this volume. The book as reissued, according to the author, possesses importance in respect to 2 conclusions, already demonstrated by the studies the Industrial Research group has undertaken since its first publication. The first is that all problems of human relationship, whether in industry or elsewhere, are complex, and the earliest study must therefore be clinical. The second is that there is no sovereign remedy for industrial or social troubles. It is the author's belief that this work is a beginning of the study of methods of inquiry which may be devised that will lead to a better understanding of particular situations and a better understanding of the action required in the instance studied. Different chapters deal with the following topics: fatigue; what is monotony? the Hawthorne experiment; development of the Western Electric inquiry; the meaning of "morale"; the reaction of industry upon the social order; theories of government and the social order; and the problem of the administrator.—*C. P. Froehlich* (U. S. Office of Education).

864. **Mead, L. C. Function of the Human Engineering Section.** (1946; Publ. Bd. No. 40775.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 4. \$1.00, microfilm; \$1.00, photostat.—Describes the functions of the Human Engineering Section, Special Devices Center, Office of Naval Research, Sands Point, L. I., N. Y., which provides psychological services at all stages in the design, production, evaluation, and utilization of synthetic training devices and operational equipment.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

865. **Rados, W. How to select better salesmen.** New York: Prentice-Hall, 1946. Pp. xi + 425. \$5.00.—Designed primarily for sales and other executives, this book presents a large collection of rating scales, check lists, tabular analyses, charts, and reports of field experiences related to the selection and training of sales personnel. Emphasis is first placed on job analysis of particular sales assignments. Subsequent chapters deal with interviewing, weighted application forms, physical demands, and recruiting policies. Extensive descriptions are given of particular aptitude tests and commercial consulting services useful as aids in selecting salesmen. The book is the outgrowth of the author's 16 years experience in selecting and training salespersons.—*F. K. Berrien* (Colgate).

866. Royster, R. F., Cleeton, G. U., & Kraft, M. A. *The placement interview for transit employees; a manual of instruction.* New York: American Transit Association, 1946. Pp. vii + 45.—This manual describes a placement interview form designed for use in the selection of transit employees. The purpose of interviewing, its techniques, and illustrations of interpretation of interviewees' answers comprise the text.—C. M. Louttit (Sampson).

867. Schilling, R. *Prevention of fatigue in industry.* *Mod. Management*, 1946, 6, 17-19.—War experience in British factories showed decreased production with increase in hours of work, especially when these exceeded 60 hours per week. A clear break of at least 1.5 days per week was found desirable. In three shift operations the change from night to day shifts at fortnightly intervals appeared to be the best compromise.—C. M. Louttit (Sampson).

868. Sofin, R. *Functions of a placement department.* *Bull. Canad. psychol. Ass.*, 1946, 6, 100-101.—Abstract.

869. Stagner, R. *Attitudes of corporate executives regarding psychological methods in personnel work.* *Amer. Psychologist*, 1946, 1, 540-541.—Questionnaires were sent to the presidents of 70 large corporations as a part of a study of prevailing corporation policies with regard to the applications of psychological techniques in personnel work. The questionnaire returns afford a rough summary of what is practiced in these companies and of what practices are regarded desirable. Data from 36 large corporations are presented and discussed.—N. R. Bartlett (Johns Hopkins).

870. Viteles, M. S., & Thompson, C. E. *The role of leadership in supervisory management.* New Wilmington, Pa.: Economic and Business Foundation, 1946. Pp. 155-203. \$0.75.—Includes separate addresses by the authors on the title subject given before public forums, together with a transcription of the discussion of the papers. The importance of the foreman in personnel relations is stressed, and psychological characteristics of good leadership are pointed out.—C. M. Louttit (Sampson).

871. Weider, A., & Mittelmann, B. *Personality and psychosomatic disturbances among industrial personnel.* *Amer. J. Orthopsychiat.*, 1946, 16, 631-639.—This study shows the operation of a mental hygiene program as applied to industry. It describes psychological and psychiatric procedures applied to personnel problems at the Caterpillar Tractor Co. The procedures were found practicable and useful in placing personnel in the most fitting positions and in combating personality disturbances which may cause absenteeism, high accident rate, grievances, and lowered working efficiency.—R. E. Perl (New York, N. Y.).

872. Wilson, D. J. *Some personnel problems in the public service of Canada.* *Bull. Canad. psychol. Ass.*, 1946, 6, 87.—Abstract.

[See also abstract 767.]

EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

873. Anderson, W. E. *An attempt through the use of experimental techniques to determine the effect of home assignments upon scholastic success.* *J. educ. Res.*, 1946, 40, 141-143.—Two groups of 8th grade pupils, equated in intelligence and taught by the same teachers, were used to study the effect of preparation of assignments at home upon achievement in English, social studies, and mathematics. The work in each subject was divided into 5 units, and at the end of each unit a teacher-made objective test was administered. The group having home assignments had superior achievement at the end of each test period. The pupils who did not have home assignments were more variable in their achievement.—M. Murphy (Pennsylvania).

874. Bean, K. L. *The development of an English usage test for clerks, typists, and stenographers.* *Educ. psychol. Measmt.*, 1946, 6, 331-339.—The development of an English usage test for clerks, typists, and stenographers is described. Such aspects as techniques for presenting English usage material, an item analysis, and correlations with other tests are considered.—S. Wapner (Brooklyn).

875. Bennett, M. E., & Terman, L. M. *College and life; problems of self-discovery and self-direction.* (3rd ed.) New York: McGraw-Hill, 1946. Pp. x + 530. \$3.25.—"The fundamental purpose of the book remains the same as in previous editions, *vis.*, to help students make the best use of their opportunities in college and to guide them in the study and solution of problems of life planning and adjustment." The material included in the second edition has been thoroughly revised, reedited and largely rewritten. Many new publications have been included in the list of 261 selected references. (See also 7: 5500; 15: 3981).—L. Long (City College, New York).

876. Bent, R. K. *Scholastic records of non-high school graduates entering the University of Arkansas.* *J. educ. Res.*, 1946, 40, 108-115.—In 1923 the University of Arkansas began admitting occasional students who did not have the prescribed high school preparation, on the basis of what was called the "common sense plan." Such students were required to take an aptitude test, an English test, and such other tests as might be prescribed. If successful they were admitted as special students during their first year. From 1923 to 1943, 54 students were admitted under this plan. The average number of semester credits earned by the group was 53.8, and the average number of cumulative grade points was 2.5 as against 2.2 for the entire University during this period. Of the 54 students, 10 or 18.5% graduated, compared with 20% of regular freshmen who graduate. Four graduated with class honors, and one was a member of Phi Beta Kappa.—M. Murphy (Pennsylvania).

877. Betts, E. A. Developing basic reading abilities. *Elem. Engl. Rev.*, 1943, 20, 312-320.—Two general approaches to the problem of developing basic reading abilities are discussed: directed reading activities in basal readers and the method of developing reading skills in purposeful, real-life situations. The author develops in some detail suggestions for the second type of program and discusses the limitations of the basal reader approach.—M. F. Fiedler (Vassar).

878. Betts, E. A. Directed reading activities. *Educ. Adm. Supervis.*, 1944, 30, 449-489; 532-559.—Most schools today still teach reading through the use of a basal series of readers, the author reports. This article discusses in detail the ways in which the best use of such basal reading material can be insured, primarily through intelligent lesson planning. Concrete suggestions for the guidance of the classroom teacher are given. 40 references.—M. F. Fiedler (Vassar).

879. Betts, E. A. Inter-relationship of reading and spelling. *Elem. Engl. Rev.*, 1945, 22, 13-23. 40 references.—M. F. Fiedler (Vassar).

880. Betts, E. A. Social and emotional readiness for reading. *Educ. Adm. Supervis.*, 1944, 30, 65-86; 139-164.—Mental hygiene is emphasized as the core of educational programs in our democratic society, and success or failure in reading as related closely to the individual's mental health and social adjustment. Certain basic considerations are outlined for the teacher's understanding of the principles of mental hygiene. Positive as well as negative schoolroom practices are examined and discussed. Fifty-seven references for further study are included.—M. F. Fiedler (Vassar).

881. Blos, P. Psychological counseling of college students. *Amer. J. Orthopsychiat.*, 1946, 16, 571-580.—Using the counseling service at Brooklyn College as an example, the author discusses the scope, function, and technique of psychological counseling at the college level. The protracted adolescence of college youth tends to precipitate reactive personality disturbances which interfere with the academic and social life of the students. These maturational disturbances can be detected at an early stage only where psychological counseling is intramural and has a simple referral system. Besides technical training in psychology, the counselor should have undergone psychoanalysis as a professional prerequisite for this type of work. (See also 21: 768.)—R. E. Perl (New York, N. Y.).

882. Bordin, E. S., & Bixler, R. H. Test selection: a process of counseling. *Educ. psychol. Measmt.*, 1946, 6, 361-373.—Interview procedures designed to aid in the selection of tests when the counselor has the problem of aiding the client to make a vocational and/or educational choice as well as that of orienting the client's attitudes and feelings.—S. Wapner (Brooklyn).

883. Brewer, R. Vocational guidance for juveniles in Britain. *Occupations*, 1946, 25, 105-107.—The author reviews the report of the Ince Committee dealing with the structure of Juvenile Employment Advisory work. Two of the recommendations of this committee are that the local Juvenile Employment Committees should include equal numbers of employers and workers in addition to educational authorities and others, and that the school's record card or an abstract should automatically be passed to the Juvenile Employment Service when the child leaves school or reaches the age of 17, if still in school. Brief sketches are also given of some of the guidance techniques used, such as occupational leaflets, school talks, the use of school records, the interview with each child leaving school, and continued contact with the juvenile worker by a representative of the employment office.—G. S. Speer (Illinois Inst. Tech.).

884. Christensen, T. E. Dictionary classification of the A.G.C.T. scores for selected civilian occupations. *Occupations*, 1946, 25, 97-101.—This investigation is an attempt to increase the usefulness of the Harrell study (see 20: 2865) by indicating the relationship of the classification structure of Parts II and IV of the *Dictionary of Occupational Titles* to the Army General Classification Test scores for 60 occupations. The mean standard score, the 1% confidence interval for the mean, and the Part II and Part IV code numbers for the occupations are indicated. The occupations are arranged in descending order of means.—G. S. Speer (Illinois Inst. Tech.).

885. Christensen, T. E. Some observations with respect to the Kuder Preference Record. *J. educ. Res.*, 1946, 40, 96-107.—Experience with the Kuder Preference Record suggested the possibility that high school students do not understand some of the words appearing in the instrument. A check of 21 key words against the Thorndike-Lorge Word Scale showed that the average occurrence of these words per million was 3. A class of 27 noncollege preparatory 9th grade pupils was studied. An objective test of the meanings attached to certain terms in the Preference Record was administered to the group. The results showed that many students had erroneous ideas concerning the meaning of these terms. Systematic instruction was given the group in the meaning of all terms in the Kuder. Readministration of the test after this instruction yielded a lower reliability than that commonly reported for the test which was due probably to the influence of the instruction. The influence of chance was studied by having preference or nonpreference for each item determined by chance (casting a die). By this method it was found possible to obtain scores which would be considered significant if obtained by a student.—M. Murphy (Pennsylvania).

886. Cleeton, G. U., Kraft, M. A., & Royster, R. F. The American Transit Motor Ability Test; a manual of instruction. New York: American Transit Association, 1946. Pp. iii + 12.—This test is a mechanical device for recording chance responses in which the response mechanism is a model of the controls of a transit-type bus, the signals are electrically controlled light patterns, and the

responses are recorded on a seven-pen ink recording tape. The standard test series are designed to measure teachability, learning capacity, attention, reaction qualities, and volitional control. Standardization is based upon the records of over 800 operators. Correlations of .32 and .39 were secured between test scores and accident responsibility rates and supervisory ratings respectively.—*C. M. Louitt* (Sampson).

887. Cleeton, G. U., Kraft, M. A., & Royster, R. F. *The Personal Reaction Test for Transit Employees; a manual of instruction.* New York: American Transit Association, 1946. Pp. v + 7.—This is a "pencil and paper test which measures attitudes and other personality characteristics relating primarily to the qualities of stability and maturity." The test has no time limit but requires about 30 minutes. Use in transit industry indicates some value especially in evaluating public relation and accident aspects of the operator's responsibilities.—*C. M. Louitt* (Sampson).

888. Cleeton, G. U., Kraft, M. A., & Royster, R. F. *The Standard Examination for Transit Employees; a manual of instruction.* New York: American Transit Association, 1946. Pp. iii + 8.—This examination is a paper and pencil test of general ability with the items written in transit terminology. Standardization was based on a group of 500 operators. Reliability, "approximately .90"; validity, test correlates "significantly with the Otis Self-Administering Test of Mental Ability."—*C. M. Louitt* (Sampson).

889. Ebaugh, F. G. *Association motor tests on psychiatric casualties and control soldiers in the Eighth Corps area.* (Progress report Nos. 1-3, 1942; Publ. Bd. No. 40340.) Washington, D. C.: U. S. Dep. Commerce, 1946. Pp. 4. \$1.00 microfilm; \$1.00 photostat.—It is assumed that the introduction of a complex motor act with the association technique makes for a higher reliability and a greater differentiation among groups of stable and unstable persons. Probably this is because the test procedure involves a far more complex co-ordinated effort on the part of the testee. It also seems apparent that the test could be quite quickly administered by gross examination of the left hand variations and by measurement of the verbal reaction times with a stop watch, saving a marked amount of time. A new, simple apparatus has been developed. It was intended to predict the success or failure of a series of newly inducted aviation cadets on the basis of their association-motor records. This work was done under contract OEM-CM-17 with the Committee on Medical Research of the Office of Scientific Research and Development.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

890. Edmiston, R. W., & Vordenberg, W. *The relationship between interests and school marks of college freshmen.* *Sch. & Soc.*, 1946, 64, 153-154.—Average grades in several curricular fields of 137 college freshmen are compared for groups equated in

intelligence but varying in degree of interest in the special subject fields. Differences in mean grades approach a high degree of significance in the case of high- and medium-interest groups in education, and in medium- and low-interest groups in journalism. In the field of science the differences are generally significant, although in aesthetics there are only 64 chances in 100 that the high-interest group exceeds the marks of the medium-interest group. Students displaying a medium level of interest in social studies exceed the mean grade attained by those of the high-interest group. Few students select courses in areas in which their interest inventory scores indicate a low-interest level.—*R. C. Strassburger* (St. Joseph's College for Women).

891. Gregory, W. S. *Data regarding the reliability and validity of the Academic Interest Inventory.* *Educ. psychol. Measmt.*, 1946, 6, 375-390.—Test-retest reliability, validity, and sex differences obtained in the Academic Interest Inventory are presented.—*S. Wapner* (Brooklyn).

892. Guiler, W. S. *Difficulties encountered in percentage by college freshmen.* *J. educ. Res.*, 1946, 40, 81-95.—The Analytical Survey Test in Computational Arithmetic was given to 925 freshmen in the School of Education, Miami University. Out of a possible score of 10 on the percentage phase of this test the mean score for these freshmen was 3.8. The greatest difficulty encountered was in finding a number when a per cent of it is known. This weakness was exhibited by seven-eighths of the freshmen, and one-half had difficulty finding a per cent of a number. The most important causes of the difficulties encountered were: lack of understanding of procedure, inability to apply the idea of per cent as "hundredths," and inability to change fractional and decimal quotients to per cent equivalents.—*M. Murphy* (Pennsylvania).

893. Harrell, T. W. *Army General Classification Test results for Air Forces specialists.* *Educ. psychol. Measmt.*, 1946, 6, 341-349.—Median Army general classification scores are presented for various Army Air Forces military occupational specialties and for a comparison between some military and civilian occupations.—*S. Wapner* (Brooklyn).

894. Herrmann, D. *The school's role in treatment.* *Smith Coll. Stud. soc. Work*, 1946, 17, 123-124.—Abstract of thesis.

895. Hilton, M. E. [Ed.] *Guide to guidance. Volume VIII: a selected bibliography of 1945 publications of interest to deans, counselors, advisers, teachers and administrators.* Syracuse, N. Y.: Syracuse Univ. Press, 1946. Pp. 58. \$1.00.—This eighth annual bibliography includes references and abstracts for 313 publications of 1945 classified under the rubrics: educational philosophy, educational trends, training and responsibilities of personnel workers, guidance techniques, and the areas of guidance. Included are a list of 22 bibliographies, a list of 25 "most used" books, and a directory of publishers mentioned.—*C. M. Louitt* (Sampson).

896. Kirkpatrick, L. H. How narrow are the specialists? *Sch. & Soc.*, 1946, 64, 193-196.—This survey of the reading interests of American scholars represents the responses to a questionnaire inquiry of 44 scientists and 48 humanist-educators. Both groups rely heavily upon magazines for information outside their specialty, and there is little difference between them as regards the quality and amount of reading. The scope of their popular magazine reading is about the same as that of Americans generally. In the field of books similar results appear. More scientists than humanists admit they read no books for pleasure. As for serious reading in the areas of race, world organization, educational reform, and economic planning 20% of the humanists and 50% of the scientists report no books recently read. The reading in both groups is casual, determined in large measure by chance.—R. C. Strassburger (St. Joseph's College for Women).

897. Krathwohl, W. C. Predictions of average class achievement by means of aptitude tests. *J. Engng Educ.*, 1946, 37, 234-242.—In a study of all of the classes in 5 mathematics courses, the average class grades were compared with the average test scores of the Iowa Mathematics Aptitude Test. Regular classes, make-up classes, and summer classes were treated separately, and the classes handled by full time instructors, by graduate assistants, and part-time teachers have also been treated separately. It is concluded that it is possible to predict, in advance, the kind of class an instructor will be called upon to teach and that students have difficulty in mathematics because of lack of ability rather than lack of training. It is also possible to use the method to compare instructors with each other and to measure the consistency of grading of the individual instructor.—G. S. Speer (Illinois Inst. Tech.).

898. Krout, M. H. Psychological standards in measuring achievement. *Sch. Sci. Math.*, 1946, 46, 803-806.—There are 3 separable stages of learning: perception-cognition; concept formation; and attitude formation. Three types of testing and 5 grade levels are suggested to distinguish levels of achievement.—G. S. Speer (Illinois Inst. Tech.).

899. Kinkel, F., & Gardner, R. *What do you advise? A guide to the art of counseling.* New York: Ives Washburn, 1946. Pp. vi + 313. \$3.00.—Describes the attitude which should be present in the counselor toward his "client." The first half of the book is devoted to the dynamics of counseling; the second half to contents of counseling. Four types of ego-activity are discussed. The authors explain "how to recognize and unmask" transferences, resistances, and projections, and correlate the development of the individual with the growth of civilization. They emphasize the "We—experience," the individual's recognition that he is living with the world and not against it. Descriptive case material and diagrams are used to point up the principles expounded.—R. D. Weits (Jersey City, N. J.).

900. Laurier, B. The practice of vocational guidance. *Bull. Canad. psychol. Ass.*, 1946, 6, 85-86.—Abstract.

901. Lefever, D. W., Van Boven, A., & Banarer, J. Relation of test scores to age and education for adult workers. *Educ. psychol. Measmt.*, 1946, 6, 351-360.—The scores for workers under 20 and over 50 years of age are slightly lower on job information tests than for those between these age limits. Correlations between age and job information tests are obtained when the factor of education is held constant by partial correlation techniques. Older workers are not handicapped on the Air Technical Service Command *Learning Ability Test*. On the Air Technical Service Command *Clerical Aptitude Test* there is an increasing handicap with advancing age.—S. Wapner (Brooklyn).

902. Leonard, E. A. Counseling in the Catholic high schools of the middle western states. *Cath. educ. Rev.*, 1946, 44, 483-491.—The responses of 498 Catholic high schools in the Middle West to a questionnaire on guidance indicates that guidance organization and practices for this group are quite similar to Catholic high schools in the country as a whole. A positive relationship is found between size of school and type of counseling provided, but no relation between size of school and number of counselors. Boys' high schools are more than twice as likely to have counseling service as girls' high schools or coeducational high schools. Although nearly all high schools obtained intelligence test scores, their counseling function is questioned in high schools having homeroom or teacher-counselor guidance programs.—G. S. Speer (Illinois Inst. Tech.).

903. Major, C. L. Measuring the effects of a semester of college work on the conservative-progressive tendencies of students. *Sch. & Soc.*, 1946, 64, 174-175.—Twenty-five university undergraduates show a shift of 3.3% toward a more progressive point of view as evaluated by the Raup test of conservative-progressive tendencies, after one semester of college work. Over the same period the group reveals a loss in strength of conviction of 9.1%. There is no relationship between change in progressiveness and previous academic standing. The median progressive score of 49 reported here compares with medians of 62 and 73 for upper classmen in a school of education and a group of college professors of education respectively.—R. C. Strassburger (St. Joseph's College for Women).

904. Mandell, M. M. The Group Oral Performance Test. *Publ. Personnel Rev.*, 1946, 7, 209-212.—Customary oral tests on an individual basis are relatively slow and costly. They furnish no direct evidence of the individuals' performances in a group situation, and the validity depends largely upon the ability of the rater to "draw out" the applicant. The group oral test involves assembling a small group of applicants, assigning a task to the group, and then observing and rating the members of the group while they structure their own situation. This method has been used by the Office of Strategic Services and by the U. S. and the British Civil Service Commissions for personnel selection. The experiences of the

U. S. Civil Service Commission on 3 trials of the technique are described in detail.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

905. Mandell, M. M., & Adkins, D. C. The validity of written tests for the selection of administrative personnel. *Educ. psychol. Measmt.*, 1946, 6, 293-312.—Evidence is presented on the validity of 7 tests in selection of administrative personnel. The tests used include: *American Council on Education Psychological Examination* (linguistic ability); *Current Events*; *Interpretation of Data Test* of the Progressive Education Association; Thurstone's *Estimating Test*; *Administrative Judgment Test*; *Agency Organization and Personnel Test*; and the Civil Service Commission revision of the *Allport-Vernon Scale of Values*. The criteria used include: graphic ratings, paired comparison ratings, and salary with age constant.—*S. Wapner* (Brooklyn).

906. Milner, E. Developing a group guidance program. *Bull. Canad. psychol. Ass.*, 1946, 6, 85.—Abstract.

907. Mitchell, C. How valid are vocational analysis blanks? *J. educ. Res.*, 1946, 40, 57-62.—In 1927 the members of a High School Senior Class were given 2 locally compiled analysis blanks to be filled in. These blanks were filed and, in 1945, checked against the actual vocational status of the members of the class, 53 in number. The blanks asked information on choice of vocation, reasons for the choice, and preferred conditions of work. After 18 years 49% of the group were following the vocations they had selected; 43% were not following their choice; 8% had made no choice on the blank. The following reasons for choice of vocation had been given more frequently by those who did not follow their choice than by those who did so: good chance for promotion, liking for studies needed to prepare for occupation, steady work. Of those who followed the vocation they had selected, 50% desired to direct work, while 100% of those who did not follow the vocation selected had desired to direct work. Of the former group 20% had desired work requiring broad planning, while 80% of the latter group had desired such work. Perhaps those who did not follow their chosen vocation had overestimated either their own abilities or the number of opportunities available in the type of work they preferred.—*M. Murphy* (Pennsylvania).

908. Mosier, C. I. Rating of training and experience in public personnel selection. *Educ. psychol. Measmt.*, 1946, 6, 313-329.—Rating of training and experience in public personnel selection is discussed as a problem in prediction. It is concluded that careful rating of training and experience should not be used as the principal basis for selection but rather in an auxiliary capacity.—*S. Wapner* (Brooklyn).

909. Porter, N. W. Occupational orientation for veterans in college. *Occupations*, 1946, 25, 102-104.—The author reports a project in vocational guidance for freshmen which is handled through English composition classes. The project includes informa-

tion about the use of the library, bibliography of vocational books and magazines, one or two interest inventories, information on occupational trends, and listing of tentative occupational choices. Panel discussions, individual reports, reading, and interviewing of persons engaged in the occupation studied are also used. This vocational orientation is followed by part-time or summer work in positions related to the occupational choice.—*G. S. Speer* (Illinois Inst. Tech.).

910. Reed, A. Y. Occupational placement; its history, philosophies, procedures, and educational implications. Ithaca, N. Y.: Cornell Univ. Press, 1946. Pp. xi + 350. \$3.75.—An historical survey is presented to illustrate the varying social and economic needs which placement services have been designed to meet. The organization, administration, and operation of placement services are discussed in detail, with special attention to veterans' and junior occupational placement. The lines along which such services can develop most profitably in the future are sketched.—*H. Beaumont* (Kentucky).

911. Schlesser, G. E. Development of special abilities at the junior high school age. *J. educ. Res.*, 1946, 40, 39-51.—In order to investigate special abilities and disabilities, achievement tests were given to pupils at the third grade level and at the sixth and eighth grade levels. A pupil's general level of ability was determined by the average of his standard scores on the different tests. Special abilities and disabilities, referred to as trait differences, were calculated from this average. If perfect reliability of the tests is assumed, there is more change than stability during the junior high school years, but apparent changes are exaggerated by the unreliability of the tests. The correlation between a pupil's estimate of his test profile and his actual profile is low. In general the profile does not become more even or more uneven during the period studied. It appears on the basis of this study that approximately 45% of total variance in achievement can be accounted for by special abilities and 55% by general achievement.—*M. Murphy* (Pennsylvania).

912. Shneidman, E. S. Information form useful in vocational counseling. *Occupations*, 1946, 25, 108-109.—The author presents a form, which has been found useful in assisting individuals to study the characteristics and requirements of occupations, to be used as a part of the guidance procedure.—*G. S. Speer* (Illinois Inst. Tech.).

913. Stevens, V. S. Is there an aptitude for vocational counselling? *Bull. Canad. psychol. Ass.*, 1946, 6, 84-85.—Abstract.

914. Tuckman, J. Norms for the MacQuarrie Test for Mechanical Ability for high school students. *Occupations*, 1946, 25, 94-96.—Norms are given for each of the 7 sub-tests and for the total scores on the MacQuarrie test based on the performance of 303 boys and 334 girls, aged 14 to 16 years.—*G. S. Speer* (Illinois Inst. Tech.).

915. Uhler, A. Your vocational guide to the ideal job; self tests that reveal your special abilities.

New York: W. Funk, 1946. Pp. viii + 204. \$2.50.—A self-help manual which discusses vocational possibilities in the light of the reader's responses to a series of tests including 8 yes-no questionnaires totaling 180 items, 4 association tests, and an interest inventory.—C. M. Louttit (Sampson).

916. U. S. War Dep. Antiaircraft artillery field manual. Examination for gunners. (Field Manual No. 4-119, 1943; Publ. Bd. No. 42330.) Washington, D. C.: Superintendent of Documents. Pp. 26. 10¢.—The object of this examination is to determine specially qualified personnel in the use of their principal arm and to furnish a basis for their classification as gunners. Gunners will be divided into 3 classes. Classification depends upon the scope of the examination and the percentage obtained. Examination procedures and the scope of the examination for various specialties are outlined.—(Courtesy *Bibl. scient. industr. Rep.*, U. S. Dep. Commerce).

917. Verstynen, R. J. Guidance in relation to religious vocations. *Cath. educ. Rev.*, 1946, 44, 550-555.—"The task of preserving self-confidence and avoiding fear and discouragement in youth will undoubtedly be facilitated by developing within the adolescent the proper attitude towards work. The possession of this attitude is necessarily antecedent to the exertion of any positive influence in favor of any vocation in life—especially that of religion."—G. S. Speer (Illinois Inst. Tech.).

[See also abstracts 667, 845, 939, 960.]

MENTAL TESTS

918. Moreau, G. Y. Statistical implications of test construction. *Bull. Canad. psychol. Ass.*, 1946, 6, 89-90.—Abstract.

919. Stone, C. P., Girdner, J., & Albrecht, R. An alternate form of the Wechsler Memory Scale. *J. Psychol.*, 1946, 22, 199-206.—An alternate form of the Wechsler Memory Scale is presented, with directions for scoring items. Seven subtests are utilized: information, orientation, mental control, logical memory, digits forward and backward, visual reproduction, and associate learning. Equating with the original scale is based primarily on the use of items equated for difficulty in other researches. Groups of 17 student nurses, 10 hospital patients, and 60 college students were given one form, followed by the other after approximately 2 weeks. Although there was little change in total score from one form to the other, several subtests in the new scale seemed to have little differentiating value for the subjects used. Further research is indicated.—R. B. Ammons (Denver).

920. Tagiuri, R. Comparison of results obtained from the Wechsler-Bellevue vocabulary test with those from the Stanford-Binet vocabulary test using a population of normal subjects and mental patients. *Bull. Canad. psychol. Ass.*, 1946, 6, 101.—Abstract.

921. Wallin, J. E. W. A comparison of the Stanford 1916 and 1937 (Form L) test results with

those from the Arthur Performance Scale (Form I) based on the same subjects. *J. genet. Psychol.*, 1946, 69, 45-55.—Analysis was made of the records of 212 boys and 78 girls given the 1916 Stanford-Binet, and 132 boys and 40 girls given the 1937 Stanford-Binet (Form L), all of whom had been tested on the Arthur Performance Scale, Form I. Most of the children had been referred for mental deficiency, educational retardation, or behavior problems. Correlations were found of .72 between the 1916 Binet and the Arthur and .53 between the 1937 Binet and the Arthur. Differences of 11 or more IQ points were found between the 1916 Binet and the Arthur for 34.5 per cent, and between the 1937 Binet and the Arthur for 43 per cent of the cases. Analysis is made of other relations between tests, leading to the conclusion that these data do not support Bijou's claims concerning the relationships between Arthur, Binet, and reading and arithmetic tests.—R. B. Ammons (Denver).

[See also abstract 801.]

CHILDHOOD AND ADOLESCENCE

922. Aldrich, C. A. High lights on the psychology of infancy. *Ment. Hyg.*, N. Y., 1946, 30, 590-596.—Every baby deeply needs physical safety, warm affection, and the opportunity to grow and develop according to his own inherent patterns and rhythms. "Parents who take time to study the fascinating sequence of growth, and are proud of the baby's progress, give him a support that nothing else can equal."—W. L. Wilkins (Notre Dame).

923. Borden, B. The role of grandparents in children's behavior problems. *Smith Coll. Stud. soc. Work*, 1946, 17, 115-116.—Abstract of thesis.

924. Brown, M. Factors influencing the outcome of treatment of adolescents in a family agency. *Smith Coll. Stud. soc. Work*, 1946, 17, 135-136.—Abstract of thesis.

925. Camper, S. A follow-up study of children discharged from a psychiatric ward: Part II. *Smith. Coll. Stud. soc. Work*, 1946, 17, 117-118. (See also 21: 930.)—Abstract of thesis.

926. Chauncey, J. B. Attitudes of doctors and school administrators toward the Worcester Child Guidance Clinic. *Smith Coll. Stud. soc. Work*, 1946, 17, 118-119.—Abstract of thesis.

927. Cohen, B. A. Value of child placement services to delinquent children. *Smith Coll. Stud. soc. Work*, 1946, 17, 130-131.—Abstract of thesis.

928. Despert, J. L., & Pierce, H. O. The relation of emotional adjustment to intellectual function. *Genet. Psychol. Monogr.*, 1946, 34, 3-56.—In the present study an attempt has been made to establish whether any relation could be found between intellectual function and emotional adjustment. Thirty-nine children attending the Payne-Whitney Nursery School were given 2 or more psychometric tests in the course of 2 or 3 years. On the retest, the IQ's of 22 of the subjects changed 10 points (or

more). In all of these cases there was a close parallel between emotional adjustment and psychometric test findings.—*L. Long* (City College, New York).

929. Fuhrer, S. J. Are social agencies reaching seriously maladjusted children? *Smith Coll. Stud. soc. Work*, 1946, 17, 152-153.—Abstract of thesis.

930. Gordon, R. A. A follow-up study of children discharged from a psychiatric ward: Part I. *Smith Coll. Stud. soc. Work*, 1946, 17, 119. (See also 21: 925.)—Abstract of thesis.

931. Gouin, T. Dessin et histoire: méthode de projection enfantine. (Drawing and story: method of projection for children.) *Bull. Canad. psychol. Ass.*, 1946, 6, 96-97.—Abstract.

932. Gross, M. M. The effect of certain types of motivation on the "honesty" of children. *J. educ. Res.*, 1946, 40, 133-140.—"Honesty" was tested by means of self-scoring of the Clapp-Young Arithmetic Test administered to 229 seventh grade pupils divided into a self-competition group, a group-competition group, and a control group. The test was given on Monday, experimental procedures were employed on the next 3 days, and the final test was given on Friday. Children varied from Monday to Friday in "honesty." Two-thirds of those who were "dishonest" were "dishonest" on only one day. Motivation did not appear to increase dishonesty. The degree to which a pupil's answer varied from the correct one did influence changing of answers during correction of the test. If the difference was small there was a greater tendency to change the answer. The "honest" pupils were superior to the "dishonest" ones both in intelligence and in achievement.—*M. Murphy* (Pennsylvania).

933. Hefterman, R. Factors in the usefulness of a Big Brother. *Smith Coll. Stud. soc. Work*, 1946, 17, 131-132.—Abstract of thesis.

934. Hobart, E. R. The process of liberation of the child in the pre-school environment. *Bull. Canad. psychol. Ass.*, 1946, 6, 97-98.—Abstract.

935. Hutchinson, D. The parent-child relationship as a factor in child placement. *Family*, 1946, 27, 47-51.—A study is made of the effects of rejection, the guilty mother, and the child's illusion and neglect, on the success of child placement. Foster family care is seen to be a valuable service for certain types of children. The over-all need for further study is pointed out to enable the social worker to see more clearly what conditions are and with what techniques foster family care can be used in those cases where parent-child relationships are destructive.—*V. M. Stark* (Jersey City, N. J.).

936. Irwin, O. C., & Chen, H. P. Development of speech during infancy: curve of phonemic types. *J. exp. Psychol.*, 1946, 36, 431-436.—Ninety-five infants ranging in age from one to 30 months were visited in their homes and their spontaneously uttered speech sounds were recorded in the International Phonetic Alphabet. The sounds uttered on each of the 30 breaths constituted the sample obtained at each visit. The present article is con-

cerned with the mean number of phonemic types used by the infants and indicates the nature of this aspect of infant speech development. An equation is derived from the observed data and a curve is presented. The curve approaches a parabolic arc. . . .”—*D. W. Taylor* (Stanford).

937. Irwin, R. B. Speech comes to a five year old boy. *J. Speech Disorders*, 1946, 11, 197-203.—A 5-year-old boy who communicated entirely by grunts and gestures, except for the word "mama," appeared to be physically normal. Lack of normal play responses made impossible the administration of a performance test of intelligence. Prenatal and natal histories were negative, but parental handling indicated anticipation of the child's wants and discussion of his inability to talk in the child's presence. A detailed summary of the treatment traces arousal of interest in simple blowing games, transition to production of speech sounds, and gradual development of vocabulary. By the end of 8 months, the child had developed an extensive vocabulary and normal emotional behavior in speech situations. The Stanford-Binet IQ at this time was 106.—*W. H. Wilke* (New York Univ.).

938. Jerech, M. Some factors in the treatment outcome of adolescent truants referred to a child guidance clinic. *Smith Coll. Stud. soc. Work*, 1946, 17, 119-120.—Abstract of thesis.

939. Jersild, A. T., Chayer, M. E., Fehlman, C., Hildreth, G., & Young, M. Child development and the curriculum. New York: Bureau of Publications, Teachers College, Columbia Univ., 1946. Pp. xi + 274. \$2.75.—This research project was undertaken by a committee of the Horace Mann-Lincoln Institute of Child Experimentation, to analyse and interpret the child development field as it relates to the curriculum. Separate chapters deal with the infant, the pre-school child, the elementary school pupil, and the adolescent. The child development approach involves the interplay of all aspects of personality, including intellectual, manual, and bodily skills, emotional well-being, and moral conduct. In organizing the curriculum, activities should be selected that are both adjusted to the child's present capabilities and useful at a later level of development. "We should give more stress to the psychological than to the logical approach in introducing students to new subject matter." Specific suggestions for further scientific and experimental research in this field are offered. The book contains a 35-page bibliography.—*G. E. Bird* (R.I. College of Education).

940. Johnson, F. P. Cases carried cooperatively by a child guidance clinic and a child placing agency. *Smith Coll. Stud. soc. Work*, 1946, 17, 120-121.—Abstract of thesis.

941. Kahn, A. R. A comparison of fee policy and fee practice in a child guidance clinic. *Smith Coll. Stud. soc. Work*, 1946, 17, 121-122.—Abstract of thesis.

942. Kanner, L. Irrelevant and metaphorical language in early infantile autism. *Amer. J.*

Psychiat., 1946, 103, 242-246.—The author reports his observations of 23 children who from early life showed extreme withdrawal and disability in forming usual social relations with people (early infantile autism). The metaphorical expressions of these children were found to have meaning. This was determined by direct observation and recall of the episode which started the use of the metaphorical expression. These observations gain additional importance because they give concrete evidence that similar mechanisms prevail in the "irrelevant," "incoherent," and "metaphorical" language of adult schizophrenics. The article is concluded with a discussion of the subject by J. L. Despert.—R. D. Weitz (Jersey City, N. J.).

943. Kleinschmidt, H. Konstitution und Konstitutionsanomalien des Kindes. (The constitution of children and its anomalies). *Dtsch. med. Wschr.*, 1946, 71, 12.—Children's individual characteristics are based on the 3 fundamental psychophysical needs for food, movement, and care. About 10% of the pediatrician's patients are neuropsychopathics—children whose constitutional neural equipment and emotional peculiarities cause them to respond differently from normal children, namely, in a way which is undesirable from their own as well as the social point of view. Many neuroses of childhood are exogenous, indicating inadequate development resulting from social contacts and particularly from child-parent relationships. In the past, the authority of adults in the child's environment has not been sufficiently emphasized in the light of the child's need for authority and guidance. This was done in an attempt to develop individual personalities, but resulted in a rash of childhood neuroses. The cure of undesirable neuropsychopathic reaction tendencies is essential to a favorable prognosis.—J. Deussen (Plankstadt).

944. Kosky, P. Effect of delay in case assignment on outcome of treatment. *Smith Coll. Stud. soc. Work*, 1946, 17, 122-123.—Abstract of thesis.

945. Lussier, R. Glande thyroïde vs quotient intellectuel. (Thyroid gland vs. intelligence quotient.) *Bull. Canad. psychol. Ass.*, 1946, 6, 99.—Abstract.

946. Meyers, C. E. Emancipation of adolescents from parental control. *Nervous Child*, 1946, 5, 251-262.—The concept of emancipation from the parents and the difficulties in achieving emancipation arising from contemporary economy and social structure are reviewed. The various possible consequences of delayed and disturbed emancipation processes are described. It is felt that therapy may be effective with the unemancipated adult, and that this in turn will help such an individual to encourage emancipation in his own children. 28 references.—G. S. Speer (Illinois Inst. Tech.).

947. Park, J. Attitudes of social agencies toward a child guidance clinic. *Smith Coll. Stud. soc. Work*, 1946, 17, 124-125.—Abstract of thesis.

948. Pasamanick, B. A comparative study of the behavioral development of Negro infants. *J. genet. Psychol.*, 1946, 69, 3-44.—"The development of a group of 53 Negro infants (28 male, 25 female) living with their own families, was studied and compared with that of three groups of white infants; 57 infants (25 male, 32 female), who were living in boarding homes; 22 infants (7 males, 15 females) living in a child-caring institution; and 20 infants (8 males, 12 females) from superior families and living at home." The following was concluded: "The average New Haven Negro infant of this study is fully equal in behavioral development to the average New Haven white baby. No outstanding characteristic was found which could be called a 'racial' difference, with the possible exception of the definite acceleration in gross motor behavior displayed by the Negroes. . . . There are no significant correlations of development with depth of pigmentation, number of years of parental schooling, and regional origin of the parents. . . . The onset of the depressing influence of exogenous factors upon Negro development might be construed as beginning during the third half-year of life."—R. B. Ammons (Denver).

949. Pfleger, J. "The wicked stepmother" in a child guidance clinic. *Smith Coll. Stud. soc. Work*, 1946, 17, 125-126.—Abstract of thesis.

950. Radke, M. J. The relation of parental authority to children's behavior and attitudes. *Univ. Minn. Child Welf. Monogr.*, 1946, No. 22. Pp. x + 123.—The variable of parental authority and discipline in the home environment and its correlates in the child's attitudes and social behavior are investigated by a number of methods including questionnaire and interview reports from both parents and children, ratings of personal-social behavior by teachers, and tests, experimental situations and projective techniques on the children. The subjects were 43 nursery school and kindergarten children, averaging 4 years 8 months in age, from urban homes representing a select social, economic, and educational sample of the population. Data collected by the various methods are related under various "atmosphere" and behavior combinations. Results "extend our knowledge in this field by obtaining a description of the nature of discipline and authority patterns in one stratum of our culture, by determining changes that have occurred from the preceding to the present generation, by pointing out the young child's clear perception of complex social relationships within the home and by investigating the role of the home in the social behavior of the child." Interview methods with the young child yielded significant data, and there is partial confirmation of the value of projective picture and doll play techniques in locating critical areas in the child's home relations and getting his reactions to known home situations.—H. H. Nowlis (Iowa).

951. Rotenberg, G. Need for case work with parents in treatment of adolescents. *Smith Coll. Stud. soc. Work*, 1946, 17, 127-128.—Abstract of thesis.

952. Rucker, L. N. Outcome of play interviews conducted by social workers. *Smith Coll. Stud. soc. Work*, 1946, 17, 128-129.—Abstract of thesis.

953. Sontag, L. W. Biological and medical studies at the Samuel S. Fels Research Institute. *Child Develpm.*, 1946, 17, 81-84.—A brief history of the Institute is presented and several of the research projects in the biochemical-physiological-medical areas, being carried on there, are described.—L. Long (City College, New York).

954. Spitz, R. A. The smiling response: a contribution to the ontogenesis of social relations. *Genet. Psychol. Monogr.*, 1946, 34, 57-125.—Several of the problems the author was interested in are: establishing the developmental pattern of the smiling reaction and the age-range within which it is manifested, investigating the conditions for provoking the infant's smiling response, and investigating the significance of the response as an emotional manifestation. A total of 251 children varying in age from birth to 6 months served as subjects. The results indicate that it is not the *human face*—its human quality—which acts as a stimulus for the smiling response, but that the stimulus is a configuration consisting of certain elements *within* the human face, combined with motion. After the sixth month the smiling pattern as a response to anybody and everybody disappears. The smiling reaction is believed to be an indicator of the emotional maturation of the child during its first half year.—L. Long (City College, New York).

955. Timbers, V. The recreational interests of junior high school boys. *Smith Coll. Stud. soc. Work*, 1946, 17, 157-158.—Abstract of thesis.

956. Tramer, M. Selbstmord im Kindesalter. Erhängungsversuch eines 13 jährigen Knaben. (Suicide in childhood; hanging attempt by a 13-year-old boy.) *Z. Kinderpsychiat.*, 1942, 9, 115-119.—Social and school history, somatic and psychological data, and excerpts from interviews with the child are presented. (See also 21: 957.)—R. Lassner (Training School, Vineland, N. J.).

957. Tramer, M. Selbstmord im Kindesalter. Erhängungsversuch eines 13 jährigen Knaben. (Suicide in childhood; hanging attempt by a 13-year-old boy.) *Z. Kinderpsychiat.*, 1943, 9, 151-155.—Diagnosis, follow-up, and psychological explanation of the case (see 21: 956) are given. In a constitutionally inferior child (feeble-mindedness, latent epileptic hereditary component) unfortunate circumstances had brought about feelings of isolation, helplessness, persecution and anxiety. When the latter were increased by a concrete threat of being

beaten by the "enemies," the suicidal act was precipitated, following the model of a preceding successful suicide in the same village. The therapist obtained full confession that the attempt was not serious but aimed at being rescued and consequently gaining relief from his persecutors. The follow-up after institutional placement was favorable. Tramer concludes that feelings of isolation and helplessness alone do not lead to suicide in a child. They may produce tensions of psychopathological nature in certain subjects if left unattended. The vital impulse to the suicidal act originates in a layer of the personality whose peculiarity is determined constitutionally.—R. Lassner (Training School, Vineland, N. J.).

958. Tramer, M. Zur Frage des Geburtsmonates bei schwererziehbaren Kindern. (Concerning the month of birth of problem children.) *Z. Kinderpsychiat.*, 1944, 11, 11-20.—A study of 1,218 problem children under 15 gave moderate evidence that the month of birth is of etiological significance for constitutional educational difficulties; in particular a child born in July will be least likely to present such problems. The statements are offered as tentative, deserving further investigation.—R. Lassner (Training School, Vineland, N. J.).

959. Vollmer, H. Jealousy in children. *Amer. J. Orthopsychiat.*, 1946, 16, 660-671.—Jealousy is a normal response to actual, supposed, or threatened loss of affection. Based on the child's possessive love for the mother, it is charged with tension and usually discharges in a variety of reactions such as aggression, identification, withdrawal, repression, masochism, sublimation, and creative competition.—R. E. Perl (New York, N. Y.).

960. Witty, P., Coomer, A., & McBean, D. Children's choices of favorite books: a study conducted in ten elementary schools. *J. educ. Psychol.*, 1946, 37, 266-278.—The favorite books or stories of 7,879 children were ascertained by means of oral questioning in kindergarten and the first 3 grades and by questionnaires in grades 4 through 8. Children's appreciation of literary merit is shown by the fact that their answers agreed very well on the whole with lists of books selected on the basis of adult judgment. Maturation of interests is evidenced by the changes in the lists from grade to grade. The preferred books, with rank awarded to each, are reported for kindergarten, primary grades, intermediate grades, and upper grades.—E. B. Mallory (Wellesley).

[See also abstracts 728, 756, 772, 773, 774, 785, 807, 826, 835.]

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